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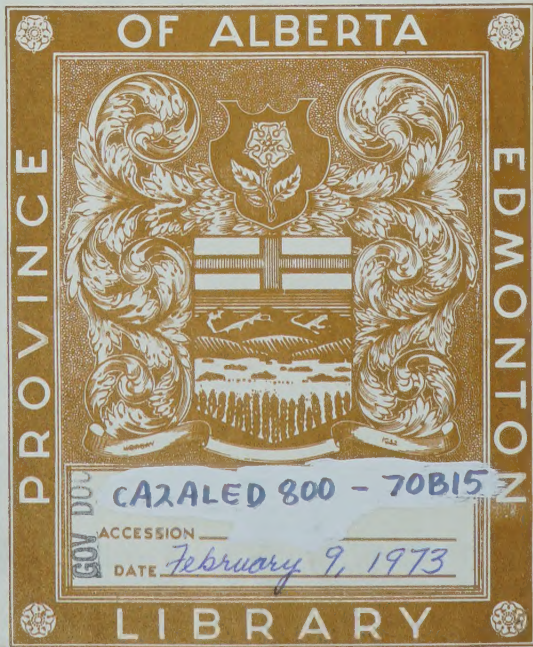


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## SUBMISSION TO THE ALBERTA EDUCATIONAL PLANNING COMMISSION

### THE UNIVERSITY OF CALGARY

This brief begins with a summary of the major social, economic and technical trends and changes that can be expected in the next few decades. Some implications of these trends and changes are then discussed for society and for education particularly at the higher educational level. Finally an attempt is made to synthesize the major recommendations that have been put forward in the briefs submitted by individuals and groups at The University of Calgary either to the Worth Commission or to the writer of this report. A list of these briefs as well as some other pertinent, general references are included in the Appendix.


#### Trends and Changes

1. Rapid population growth locally, nationally and internationally.
2. Continued concentration of population in the cities, of urbanization.
3. Continued decline in rural population, accompanied by a continued shift to larger farms and to a factory or corporate system of agriculture. Today about 7% of total employment is in agriculture as opposed to 25% in 1946.
4. Rapid increases in knowledge and its application. It has been estimated that about half of human knowledge has been developed since about 1950 and that a new idea is now applied in approximately 8 years



as opposed to about 30 years a few decades ago.

5. Continued rapid technological change. The scale and importance of this can be gauged by citing some of the major technical innovations that Herman Kahn and Anthony Wiener have suggested as very likely to occur in the last third of the twentieth century: (a) multiple application of lasers and masers for sensing, measuring, communication, power transmission, etc.; (b) new methods of water transport (such as large submarines, flexible and special purpose "containerships" or more extensive use of large automated single purpose boat cargo ships); (c) extensive use of cyborg techniques (mechanical aids or substitutes for human organs, senses, limbs or other components); (d) human "hibernation" for short periods (hours or days) for medical purposes; (e) automated or more mechanized housekeeping and home maintenance; (f) use of nuclear explosives for excavation and mining, generation of power, creation of high-temperature-high-pressure environments, etc.; (g) general use of automation and cybernation in management and production; (h) extensive and intensive centralization (or automatic interconnection) of current and past personal and business information in high-speed data processors as well as other new and possibly pervasive techniques for surveillance, monitoring and control of individuals and organizations; (i) practical use of direct electronic communication with and stimulation of the brain; (j) new, more varied and more reliable drugs for controlling fatigue, relaxation, alertness, mood, personality, perceptions, fantasies and other psychological states; (k) automated grocery stores; (l) extensive use of robots and machines "slaved" to humans; (m) automated universal credit and audit systems; (n) chemical methods for improving memory



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and learning; (o) home computers to "run" the household and communicate with outside world; (p) home education via video and computerized and programmed learning; (q) inexpensive road free (and facility free) transportation; (r) new biological and chemical methods to identify, trace and incapacitate people for police or military uses.

Kahn and Wiener also list some less likely but important possible inventions: (a) "true" artificial intelligence; (b) direct import into human memory tanks; (c) chemical or biological control of character or intelligence; (d) some direct control of individual thought processes.

Continued emphasis on a growth economy and on ever higher productivity.

According to the Economic Council of Canada's Sixth Annual Review

the gross national product could increase by about 40% by 1975.

Continued decline in employment in goods-producing industries. At

the end of World War II about 60% of the labour force was employed

in goods-producing industries and 40% in service-producing industries.

Today about 60% is employed in services and about 40% in the production

of goods. The most rapid rates of increase in employment have taken

place in finances, insurance and real estate, and in group of in-

dustries that includes community, recreation, business and personal

service, public administration and defense.

Continued problems of poverty. According to the Economic Council of

Canada the "statement that at least one Canadian in every five suffers

from poverty does not appear to be a wild exaggeration. It is al-

most certainly close enough to the truth to be taken as one of the

most serious challenges facing economic and social policy over the





next few years."

9. Continued problems of the socially and economically disadvantaged; the Indian, the Eskimo, the Métis, women and others. This problem is of special importance in northern and western Canada and proposed solutions are a subject of considerable controversy.
10. Continued increase in leisure time, except for many professionals and highly skilled technical personnel. It has been estimated that a large proportion of the population will not work for more than about one-half of the year in the year 2,000.
11. Increased mobility of workers, frequent changes of jobs and moves from city to city with associated interruptions and changes in education among children.
12. Continued increase in urban problems: crowding, urban sprawl, high land costs, low quality homes and "slums," high cost of services, high taxes, etc.
13. Increasing difficulty in providing the traditional single family home.
14. Continued increase in pollution in all its forms: air, water, urban mining, litter, encroachment on wildland and so on.
15. Increasing trade and contact with other countries, notably the United States through sale of oil, power, minerals and other raw materials.
16. An increasingly complicated, legal, political and administrative system with a multitude of rules and regulations about which many people, notably the low income groups, are unaware.
17. An increasing call for the participation of the public in decision-making, especially as the means of communication improve: an accompanying trend to more ombudsman-type agencies, for example



Conservation Councils.

18. An increasing desire, especially among the young, for the opportunity to enjoy the world and be creative in economically-non-productive ways.
19. Steady advances in medical science and so in the life expectation of the individual.
20. Continued trend to technological solutions, to the technological "fix", along with increasing use of ecological or other scientific techniques, for example ecological techniques in planning.
21. Increasing tendency to difficult moral questions, for example, the length to which life should be prolonged in cases of terminal illnesses, through organ transplants and so forth.
22. A continued trend to centralized control of human activity in the wider sense, to large business concerns, to international cartels with assets greater than many national governments.
23. Increasing constraints on the traditional freedoms of individuals, with resultant complaints of loss of freedom, for example, loss of the "right" to have as many children one wishes. Richard E. Farson has compiled a list of the freedoms that he sees as necessary in the next 20 years or so, when as a result of technical and associated changes, there will arise an entirely new view of human potential. As Farson sees it, in the future people will demand above all the right to fulfill their potentialities. This, not material possessions, as such, will be seen as the means to the good life.

We have a limited view of what people can do and be. We have assumed that only the sensitive and gifted few can create or appreciate beauty . . . that only certain kinds of cognitive activity constituted "intelligence"



which is possessed in a high degree by only a few. . . .As each of us becomes to believe that he is potent he will demand a right to develop and fullfil his potential. Simply by virtue of his humanness, he will demand the right to experiences that in the past have been considered luxuries to be enjoyed by the few. For the high school seniors of 1984, the good life will be focussed on experiencing their humanness; their values, I think, will be experiential, rather than utilitarian, and the purpose of life will not be to use themselves for ulterior goals, but to experience themselves, not to use others, but to experience others, not to use their environment, but to experience it in the fullness of its possibilities for richness and beauty.

In order to attain this kind of living style, Farson envisions people demanding a new Bill of Rights, guaranteeing human liberty. This Bill would include the right to leisure, where this does not mean time-off-time-from-work but the right not to work, and still be considered a worthy human being. Also included in the Bill would be the Right to Beauty; to Health, (where this means the opposite of illness - a positive condition of well-being, with peak moments, of vigour, strength, co-ordination, ease); the Right to Intimacy; to Truth (that is to honest, open relationships) the Right to Study; to Travel; to Peace and the Right to be Unique. All of these Rights cannot be commented upon here, but it is worth noting that Farson envisions the Right to Study not as education for occupation but rather as "the enriching experience of learning as an end in itself;" as the process central in life.

24. The trend to call for more and more formal and informal education as the key to the solution of the above trends and changes, as the basis for employment, and as the means of acquiring the sophistication with which the individual can learn how to live gracefully and fully in future.



25. Continued rapid increases in the cost of education, as the kind and number of educational institutions rise, and the period of education lengthens to a life-long one.

### Some Implications.

In thinking about these trends and changes it is important to recognize that they are not deterministic and need not be accepted. They need not be self-fulfilling prophecies. We need not plan to meet them but rather can attempt to change them and mould the society that we want.

Fundamentally, such attempts would seem to involve:

- (a) Controlling population growth.
- (b) Controlling the rate, extent or form of urbanization. Paul Goodman has connected urbanization with hyperorganization and centralization in the production, processing, transportation and super-market retailing of food. About 70% of all food sales is through central systems. The ten largest chains in the U.S. sell 30% of all food:

In this system both farmers and retailers fall under the control and decision-making of the chains. Farmers contract long beforehand. . . the emphasis is on large scale cash-cropping. Farmers markets in the towns and cities are closed. Inevitably, marginal farms must discontinue, and this is an important cause of the present excessive urbanization.

It is clear that in many thousands of cases people would chose the farm way of life if there were any possibilities of getting any cash at all; for example, in some U.S. states a small rise in the farmer's price for milk results in many marginal farms resuming operation. But at present farm subsidies overwhelmingly favour the big operators.

Goodman clearly would be in favour of policies which would





change the present rate and degree of urbanization. Indeed, as he sees it, the changes described above bring little increase in actual efficiency. And there is a tremendous social and economic cost in urbanization and rural depopulation.

- (c) Reaping the benefits of technology and at the same time reducing its adverse effects on the physical and social environment, protecting and preserving nature and reducing social and psychological stress.
- (d) Rethinking our ideas about ever higher rates of economic growth and ever higher standards of living.
- (e) Providing for a more equitable distribution of goods and services, the stuff of life, among all segments of society and all peoples: women, native populations, the under-educated, the physically disadvantaged, the aged, whether in Canada or elsewhere.
- (f) Redesigning our cities and our living framework in such a way as to provide for more social interaction, co-operation and informal learning. For example, more and more people are calling for an end to the emphasis on the single family home and the associated spatial and social segregation of different economic groups in the city. Mixing of different economic and social groups in well designed apartments and multiple living units, set in attractively landscaped, well serviced environments, is seen as a means of reducing housing costs, taxes, etc., of raising the aspirations and achievements of many people, of decreasing the need for more formal social services



by emphasizing individual and group interaction, and so providing a better way of life for the great proportion of the population. In sum, redesigning cities may be one of the best means by which people can do things for each other independent of paid employment and the very formal organizations which are now increasingly necessary to reach across class barriers and the walls of economically segregated neighbourhoods.

- (g) Carefully thinking about the idea that we must accommodate to technological advance, overall economic growth and the obsolescence of many productive jobs, by creating new jobs, by continually retraining people for such jobs, and by continually tying income to the holding of such jobs. If technology can provide income and a means of enjoying life without the necessity of engaging in some sort of paying job, at least through most of one's life, then perhaps the proper way is to institute some form of guaranteed annual income and also publicly provide the artistic, natural and other opportunities for the enjoyable and challenging spending of one's time. Certainly more social scientists seem to be studying the costs and means of retaining labour and improving employment opportunities than of the costs, advantages and means of introducing some form of guaranteed annual income.
- (h) Creating conditions and incentives which will result in very capable individuals undertaking very long programs of difficult, academic and professional work. Many highly trained people will be needed to drive the technology



and the society of the future. They will have to be highly competent and work very hard. Moreover, in the face of rapid gains of knowledge, many such people may find themselves less well trained than younger members much more quickly than in the past so that, thinking in the sense of present circumstances, a relatively short period of employment may be the norm for the highly capable and highly skilled.

- (i) Creating new governmental and administrative arrangements which will provide centralized uniform policies where these are necessary, but otherwise allow for a high level of decentralization and participation by people in matters relating to objectives and to order in their lives.
- (j) Providing education at all formal levels of the system, and in a variety of informal ways, which will make it possible for many individuals of varied economic and social backgrounds to participate in decision-making.

#### Relationships to Higher Education.

Clearly, higher education has a very important role to play in working toward the achievement of goals like those just described. Higher education will continue to provide the very able with the concepts, the information, the skills, and the intellectual patterns necessary to drive Canadian society. Central to this function is the university as we understand it today, this being the institution that stresses individual, intellectual attainment of the highest order and also that creative activity generally known as research. In most cases the university is the forefront of intellectual progress and



will have to be very strongly supported if we are to have any hope of attaining a really high quality civilization. However, the university is a very costly social instrument and one which will become more and more so if it is to continue to be called upon to perform all the tasks now assigned to or envisioned for it. The great problem in Alberta is the ever increasing number of students who are coming to the university, in large part because it is seen as the basic means of acquiring the education that will guarantee remunerative employment. In the last decade or so the universities have tended to encourage the idea of a rough equation between education and employment opportunities. On the other hand, for many years the university also has been thought of as the place where one goes to think and learn, without any particular thought of employment, to be educated rather than to be trained.

In the view of many, the university should continue to be thought of as a place at least as much for disinterested, creative thought and education as for the training of high quality psychologists, economists, lawyers, doctors or other professionals.

It follows from this that the universities should not be thought of as the basic or ultimate solution to many of the problems considered earlier in this paper. To provide large numbers of people with university education is not going to counteract the technological forces which are working to reduce and eliminate most employment in goods-producing industries. True, there will be a high demand for service positions but many of these will not require university training in the present sense. Moreover, it is probable that service jobs could be reduced if we broke down the social, economic and physical segregation in our cities and also provided people with the basic





income that seems derivable from an increasingly productive economy. But these things require political action. Their institution rests with government. People in the universities can think about and discuss them but cannot carry them out.

### Recommendations.

Having said this, it is also very clear that changes are required, not only in higher education but in the educational system as a whole if the individual Albertan - or Canadian - is to be properly prepared to derive high profit from the society in twenty years from now. Indeed, the attainment of that society rests on the information, the thought and the tolerance provided through education. One needs only to skim through the briefs listed in the Appendix to see that the scope of changes should be great indeed.

Underlying many of the recommendations in these briefs is the basic idea that individual needs and aspirations should be provided for as well as possible. The State, the educational system, the economy and other institutions should relate their work to the flowering of the person. Implicit in many of the briefs is the suggestion of a society of individuals, or of minorities, rather than large groups, - majorities. In such a society, with all the different views and conflicts that it entails, broad education and learning and greater tolerance of different individual and group interests are vital to survival and progress. A flexible educational system which allows man to re-educate himself in different ways as opportunity, desire, interest and change in motivation and mobility permit, clearly is necessary to the attainment of the society of the individual.



Among other things, it is recommended in the various briefs that:

1. Children start school earlier. Nursery schools are recommended for three and four-year olds and kindergartens for five-year olds. Such recommendations undoubtedly stem from the recognition that learning capacity is very high in these years but is not closely approached by children living with low income families in constrictive social and physical environments and that freed mothers would have more time to undertake employment or to make a contribution to society in some other way.
2. A number of recommendations concern the elementary and secondary schools. On the one hand, the suggestion is made that the students in the schools are not trained well enough in English, writing and other basic disciplines. It is recommended that improvements be made in this regard. On the other hand, it is suggested that there is a tendency to make academic courses harder and more specialized, particularly in mathematics and the sciences. It is recommended that secondary education be made more liberal, be possessed of what might be called "cultural grace," this being thought of as the opposite of a "narrow, technical pedagogy." It is further stated that if the programs of study (text books, and examinations) "reflect the content and emphasis of mathematics and science education in Canada, there is little attention being paid to the history and philosophy of these disciplines, to the role of these fields in modern technology, or to the serious, moral, social problems often inherent in pure and applied research. The need is for



a revised curriculum, and for teachers, present and future, who are trained in a liberal sense." The reconciliation of these apparently contradictory demands for more academic rigour in traditionally basic disciplines, and for more liberal education, is a major problem which runs through the educational system and seems to call for more flexible educational arrangements, a topic which will be discussed later.

3. It also is recommended that greater use be made of the computer in the schools. Considerable use has been made of the computer in research and the teaching of statistics, computing and other courses in the university. Work also is going forward on computer based teaching in the schools, where it shows promise of improving reading skills and in other respects. Caution in the introduction of the computer is urged, however. Too rapid an introduction could lead to misapplication and to disillusionment. Moreover, there is as yet a shortage of personnel with appropriate training and education in the use of the computer. The introduction of the computer is said to have other, important implications. It could cause fundamental changes in the organization and function of schools by making education more learner-oriented, by providing for much learning beyond the formal school structure, and by providing improved educational opportunities in the home and in rural areas. In other words, educational technology could well adapt to a lower rate and extent of urbanization and to a society attempting to have more people living in rural areas.



4. A number of recommendations are made with respect to the training of teachers for the schools. For example, it is suggested that teacher candidates should be counselled to commit themselves earlier to a specific academic field of study. A clinical approach also should be considered in teaching methods courses. The practice teaching period should also be lengthened and better evaluation techniques should be introduced. It is also recommended that the practice of having teachers who are trained for elementary schools teach in secondary schools - and vice versa - should be eliminated. Only those teachers who have been certified to teach in Grades 1 through 12 should be allowed to do so.
5. Several briefs are concerned with routes of entry into the teaching profession. On the one hand, it is suggested that the whole matter of teacher training in the province be re-evaluated and that the Bachelor of Education degree might represent a post-graduate qualification rather than an undergraduate qualification as at present. Alternatively, it is suggested that a greater distinction should be made between teacher certification and the B.Ed. degree. Three possible options are suggested:
- (a) the B.Ed. and certification.
  - (b) certification without the B.Ed.
  - (c) B.Ed. without certification.

It is also suggested that university staff should work periodically in the schools.





6. A number of briefs explicitly call for expansion of higher educational opportunities in the province. These calls take various forms. Thus it is suggested that society should recognize that the university is

but one of several types of post-secondary education which is designed for different aptitudes, intellectual interests and abilities. The value of, for example, institutes of technology is very great, and it would seem appropriate to encourage such institutes to develop in quality to a level appropriate to the granting of degrees in technology. Similarly community colleges should be encouraged to continually upgrade their standards, not only to provide responsible transfer programs for the later undergraduate years at university but to provide the best education possible for one or two years for any citizens who can benefit from this kind of exposure to advanced education. We feel that it would be a desirable end-product in Alberta higher education for the universities to concentrate more and more on advanced scholarship and research and in the training of professional people while the institutes of technology and the community colleges develop vocational and academic programs of comparable quality for Albertans with particular special aptitudes to profit from education therein.

7. The previous discussion clearly embodies the concept of temporarily and academically overlapping education at the post secondary school level. The student can enter a technical institute or a community college and with satisfactory work, and a willingness on his part, transfer to a university. On the other hand he can pursue occupational training that terminates at the end of two years.

However, other arrangements are possible at the post-secondary level and these should be examined by the Worth Commission. One is the Collège d'Enseignement Général et Professionnel (C.E.G.P.) recently introduced in the Province of Quebec as a result of the report by the Parent Commission. A copy of a



synopsis of this Report is included in the Appendix.

The Parent Report stemmed from a Royal Commission which was assigned the task of reviewing and making recommendations on the entire educational system in Quebec. In a sense this task will have to be undertaken by the Worth Commission even though its original charge is somewhat different.

Among other things the Parent Commission recommended that the educational system in Quebec be structured in the following way. The first six years of school were to be considered elementary level. The next five years (7 to 11) were to be considered as high school. A new level of education (the C.E.G.P.) was to offer two years of general and occupational education. The academic program of the C.E.G.P. could lead to university, the occupational tract was terminal and intended to lead to employment. However, the system is flexible in that a recommendation can be made to the effect that during the summer, or in the third year in the C.E.G.P. it would be very easy for a student to complete a program of prerequisite courses for the advancement of their training or for their admission to higher education. (This recommendation was intended to apply especially to those who might decide to change their area of specialization.)

The C.E.G.P. system is commented on in the documents sent to me by Professor E.R. Pounder, McGill University, which are included in the Appendix. These documents indicate that as a result of the Parent Report, McGill University is considering



making some fundamental changes in its program. One very interesting possible change is the introduction of the credit system. Among the advantages of this system are its usefulness in providing for transfer from university to university or from another post-secondary institution to a university. The great difficulty in assessing requirements for transfer in such circumstances is the academic value that the host institution is prepared to put on the various courses completed by the applicant. Is Sociology 207 at institution X an equivalent of our Sociology 210? With the credit system the assessment is not made on the basis of estimates of content and quality, but rather on time. In Alberta, where the community colleges have been given considerable academic freedom and where a student can request transfer to any university once his own institution is affiliated with a particular university, the credit system has some clear advantages. More than this, such a system permits the offering of courses of varying lengths at various times in the school year. The credit system specifies the number of hours involved in the course and these hours can be taken in a month, a semester or a year. The credit system therefore permits many courses of different length to be offered at various times of the year, thereby increasing the flexibility of the higher educational system.

8. Another point which is made strongly in some of the briefs is that the universities are becoming too large. The Academic Policy Committee of The University of Calgary has serious



reservations about allowing enrolment on the present site to increase to 25,000 or so and would prefer to see the number of students at that centre kept much lower. Other sites could be developed, particularly smaller, satellite campuses with centralized library and laboratory resources. Consideration could be given to purchasing a building or buildings in a downtown location for such purposes and new sites could be developed in various parts of the city as time and demand made this necessary and desirable. Some of these campuses could be more closely linked to the present campus and to a central administration, although considerable decentralization in operation might be desirable. Other campuses might be separately administered.

9. It is also suggested that the learning environment at large universities could be improved by encouraging the formation of college systems, experimental programs, interdisciplinary programs and by the provision in buildings of more lounges and "easy" educational environments.
10. Considerable stress is laid on the continuing and vital importance of the library to the university. It is pointed out that the purchasing of library books is considered to be an operating expense, whereas these resources might better be considered as capital necessary not only for education during university or college years but for life.

The value of libraries in continuing education is therefore clear, and we would recommend to the Commission that particular emphasis be placed on the building up of library resources in all post-secondary educational institutions and to provide for increased accessibility to these libraries by all sections of the community. To this end we





would recommend that the funding of libraries be undertaken through a separate vote in the Department of Education. A minimum goal would be the establishment of a library collection of 50 books per student in each centre of post-secondary education.

11. A number of briefs stress the concept of life-long education. This concept is sometimes set in the context of a need to continually retrain in order to find employment in a technologically-oriented and controlled society. However, as we have seen, gains in technology could be used to provide the means of living for man, without the necessity to labour for income as in the past. In this rather Utopian but probably achievable context, education could be life in the sense that learning in all its forms, artistic, social, technical, emotional, scientific, recreational, would be central to man, and give his existence meaning.
12. In closing the major recommendations, stress should be laid on two things, one of which has been mentioned earlier in some detail and the other not. First is the concern for the individual and for the making of arrangements that permit him to achieve his potential. The second is closely tied to this, this being flexibility. In some of The University of Calgary's briefs programs are envisioned which allow scope for the individual interests of students, for the variation in these through time, for uneven rates of progress in different disciplines or fields, and for the opportunity to change specialization as this seems desirable or necessary. If such flexibility is to be implemented, then organizational and



administrative arrangements will have to be different than in the past. Students may be doing work in a given discipline in one level in the system and work in another discipline at a different level. This calls for a re-examination of admissions policy and also of the idea of a University of the Air, such as that being developed in the United Kingdom.

Flexibility also extends to teachers and faculty. Thus it is often suggested that personnel and resources be exchanged and shared among educational institutions. Professors might teach for a while in the schools, and community colleges, college instructors for a while in the university.

When all the foregoing is considered, it is clear that educational costs are going to have to increase enormously in the next 20 years. In the recent White Paper on Post-Secondary Education, it is suggested that the universities should try and maintain their costs at present levels while still doing their best to grow academically. Such a view of educational expenses is quite unrealistic at this stage in the development of our society. Education is going to have to start earlier. It is going to have to be provided over a much longer period. It is going to have to be more individualized and more complicated. It is going to have to take on several forms at the higher educational level. It is going to become much more central to life. It is going to provide the means for further technical progress, controlling and managing technology, protecting and preserving our environment, redesigning our lives and our cities, making us more understanding and tolerant of one another. It is going to provide the languages and other means for more effective ways of communication with other people of the world.



It is the government's great task to re-evaluate its spending programs and to provide the educational support necessary to profit from rather than to be controlled and dehumanized by technology.

Central to the attainment of a better higher educational system in future is a highly effective and responsive system of educational government. If the various briefs and submissions from individuals and groups at The University of Calgary are to be taken as a guide, then the Commission system is not seen as a satisfactory one. It is not considered to have been forceful enough on behalf of the development of higher education and is thought to have served more as an arm of government than as a voice of the needs of the universities. One means of improving this, which has been enunciated a number of times in the past, is academic membership on the Commission either by the addition of the university Presidents, or other academics, or Board Chairmen. The Co-ordinating Council also is seen as not having been used as effectively as it might have been in advising and working on the development of higher education in the province. In this regard, the Council recently has been concerned with the possibility of instituting a better management and planning system at the highest levels and has proposed to institute a comparative study of the effectiveness of various university government systems in Canada and elsewhere. However, the Council has not received much financial or other encouragement from the Commission or other agencies for example, the Worth Commission. A more effective system of government is certainly needed in the future, one which will not only provide for more imaginative development, but also promote the diversion of larger sums of money from other sectors of the economy to higher education in the broad sense.

J.G.NELSON for The University of Calgary.

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April 21st, 1970.



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11. Letter to W. Worth from W.W. Zwirner, Faculty of Education, Nov. 24, 1969.
12. Memorandum to Commission on Educational Planning, H.J. Hallworth, Faculty of Education, The University of Calgary, Oct. 15, 1969.
13. Submission to the Worth Commission on Post-Secondary Education in Alberta, D.R.W. Jones, Department of Geography, Faculty of Arts and Science, The University of Calgary.
14. Lawson, R.F., Contrasting Conceptions of Further Education in North America and Some West-European Countries," International Review of Education, V. 14, No.1.
15. Lawson, R.F., A Critical Survey of Education in Western Canada, Comparative Education, V.4., No.1.
16. Copy of Letter from Dean W. Cochrane to Dr. H. Worth, dated Dec. 3, 1969.
17. Academic Policy Committee Report, The University of Calgary, March, 1970.
18. Notes for Worth Commission Brief, I. Adam, n.d.

Certain of the briefs which were not submitted independently to the Worth Commission are in the Appendix.



## CHANGING ROLE OF THE ELEMENTARY SCHOOL

In the major industrial nations, a number of forces are working toward an increasing demand for professional personnel: (1) the continued structural change, industrial and occupational, that contributes to the growth of the service-producing, white-collar sectors of the economy, (2) the very substantial rise in professional and technical employment that has occurred since World War II, and (3) the expected acceleration in technological change. It is the third force with its great increases in productivity that has made possible the movement toward a white-collar, service-producing, professionally oriented economic structure. Thus, increasing productivity will enable industrial societies to have the majority group in the working population engaged in service-producing activities rather than in goods-producing activities.<sup>1</sup>

In addition, the fact that theory and practice in certain fields have been subject to wide and frequent changes seems to point to the need for flexible, professional personnel who will be able to respond creatively to the anticipated changes.<sup>2</sup> The increasing demand for such individuals and the economic soundness of educational investments should

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<sup>1</sup>Nicholas De Witt, Education and Professional Employment in the U.S.S.R. (Washington D.C.: National Science Foundation, 1961); Seymour L. Wolfbein, "The Need for Professional Personnel," in Section J. Muskin (editor), Economics of Higher Education (Washington, D.C.: Office of Education, 1962); Eli Ginzberg, "Social and Economic Trends," and George E. Arnstein, "The Technological Context of Vocational Education," in the National Society for the Study of Education, 64th Yearbook, Nelson B. Henry (editor), Part I, Vocational Education, (Chicago: The Society, 1965).

<sup>2</sup>William H. Stewart, "Health Manpower: An Illustration," and Thomas J. Mills, "National Requirements for Scientists and Engineers: A Second Illustration," in Muskin, Economics of Higher Education.



impress us with the necessity for using our human resources wisely.<sup>3</sup>

The role of elementary education in the development of this new economic structure is crucial since provision of professional personnel is dependent upon a marked expansion of post-secondary education that would, in turn, be based on a more effective secondary education. However, there cannot be substantial expansion at the secondary and post-secondary levels without far-reaching changes in elementary education. If society is to tap the major unused sources of human talent, then elementary education must be reorganized to lessen the waste of human resources. Such a development is directly contingent upon a school system which makes available to every child a full and flexible curriculum, with corresponding diversity and flexibility in teaching procedures. If the optimum educational development of every child is to be sought, the programs and services of the school must be organized in an exciting and imaginative manner in order to meet many kinds and combinations of interests, backgrounds, and abilities.

The major emphasis in elementary education is appropriately cast in terms of individual development and personal fulfillment. The establishment of basic skills, interlaced with the pursuit of fine arts, modern languages, humanities (including the social and industrial understandings which are characteristic of our civilization), and physical education should be available for all elementary school children in a

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<sup>3</sup>Theodore W. Schultz, "Capital Formation by Education," Journal of Political Economy LXVIII (December 1960), pp. 571-583; Mary Jean Bowman, "Human Capital: Concepts and Measures," in Muskin, Economics of Higher Education; Theodore W. Schultz, "Education and Economic Growth," in the National Society for the Study of Education, 60th Yearbook, Nelson B. Henry (editor), Part II, Social Forces Influencing Education (Chicago: The Society, 1961).



realistic manner which insures that adverse accidental factors preliminary to and concurrent with elementary schooling do not discriminate against any child and thus inhibit the functioning of a truly democratic system of education.

With these ideas in mind, we propose the following recommendations which are aimed at the construction of a model elementary school program. We are aware that some of these proposals are at various stages of implementation in the schools. To suppose that they are all fully realized in any school system of Canada or of the world is to ignore the evidence of research and the frustrations of educators.

#### RECOMMENDATIONS

*1. Because school performance is critically related to the socio-economic environment of the child, a school system should provide an elementary education that employs different techniques and materials so that no child will have his educational development seriously impaired. In such a school system:*

*(a) A full system of public kindergartens and a program for the early admission of pre-kindergarteners would be essential. These provisions would be most valuable for children whose home environment was unsatisfactory.*

*(b) Differentiation of programs would be provided in order to serve the individual needs of all pupils.*

*(c) Attention given to the needs of the more academically able students would stress enrichment rather than acceleration; however, if acceleration were used, it would be qualitative, not quantitative (i.e. qualitative selection of work rather than covering the usual material in a shorter period of time).*

*(d) Studies would be made of the work being carried forward by*





other North American communities. In addition, an intensive and continuing examination of the needs of children would be undertaken in order to insure that work done in other centres would not be mechanically applied locally.

(e) The School Authority would initiate and expand a program of experimental studies, e.g. ungraded schools, team teaching, and the use of specialists.



THE UNIVERSITY of CALGARY

TO Dr. R.F. Lawson  
Dept. of Educational Foundations

INTER-OFFICE

FROM Mathew Zachariah  
Dept. of Educational Foundations

February 18, 1970

RE: Submission to the Worth Commission

Two Master's theses written under my supervision have dealt with fundamental issues which affect educational policies.

1. C.L. Dick, A Study of Social-Class Differences in Language Expression: An Analysis of Some Written Samples. Calgary, Alberta, August 1968. (Enclosed please find copy of Abstract).
2. Walter H. Bayne, Local and Cosmopolitan Reference Group Saliency in the Calgary Public Schools. Calgary, Alberta September, 1969. (Enclosed please find copy of Abstract).

Two Master's theses which are now being written may also be mentioned.

1. Jerrold W. De Gama, An Examination of the Public Response to a Proposed Bilingual Elementary School in the City of Calgary.

This thesis will examine the administrative, psychological, pedagogical, and sociological problems associated with establishing and operating French-English bilingual schools in Calgary. 1,802 questionnaires, complete by parents who send their children to the Calgary Public Schools, constitute the basis on which this thesis will be written.

2. J.A. Deines is conducting indepth interviews with a number of volunteer teachers from Calgary and nearby regions who served in developing countries. The objective of these interviews is to examine the attitudes of the volunteers towards international educational aid.

There are, of course, opportunities and needs for many more research endeavors. One that may be particularly relevant is to investigate whether the rationale for two systems of tax supported education in Alberta is still valid in view of the increasing secularization of our culture. I have in mind studies similar to the one conducted by Peter H. Rossi and Andrew M. Greeley in the United States.

Peter H. Rossi and Andrew M. Greeley, "The Impact of the Roman Catholic Denominational School," Readings in the Foundational Study of Education, School Review, 72 (1964), pp. 34-51.

MZ/bg  
Encls.



THE UNIVERSITY OF CALGARY

A STUDY OF SOCIAL-CLASS DIFFERENCES IN LANGUAGE EXPRESSION:

AN ANALYSIS OF SOME WRITTEN SAMPLES

by

CORNELIUS LORNE DICK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

CALGARY, ALBERTA

AUGUST, 1968

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## ABSTRACT

Bernstein postulates the existence of two language codes and contends that they have their origin in the class structure. The working class learns a restricted code while the middle class learns, in addition to the restricted code, an elaborated code as well, and can use either depending upon the social setting. Lawton tested this theory by studying the language of two groups of 12- and 15-year-old boys attending school in different sections of London, England. One group of each age came from the working class, the other from the middle class. The groups were matched for verbal and non-verbal intelligence. His findings support Bernstein's theory.

This thesis is a partial replication of Lawton's study and attempts to determine whether class-determined linguistic differences may be discovered in Calgary as well. Two groups of five 13-year-olds and two groups of five 17-year-old boys, one group each from the middle class and one from the working class, were selected and matched on the basis of verbal and non-verbal intelligence. All groups were assigned four essays, each one to be written in thirty minutes. The essays were analysed on eleven dependent variables and the results were tested for significant differences. The results do not decisively support Bernstein's theory. It is suggested that similar studies be conducted using larger samples and younger subjects.





THE UNIVERSITY OF CALGARY

LOCAL AND COSMOPOLITAN REFERENCE GROUP  
SALIENCY IN THE CALGARY PUBLIC SCHOOLS

by

WALTER HALL BAYNE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

CALGARY, ALBERTA

SEPTEMBER, 1969



W. H. BAYNE 1969



## ABSTRACT

Merton postulates that attitudes and professional orientation of experts are affected by identification with reference groups composed of other professional workers in their field, and that two distinct types of reference groups typically exist, Local and Cosmopolitan groups. The Local group is oriented to the Local community; the Cosmopolitan group is oriented to the extended professional group with a world view beyond the local community.

Gouldner studied the faculty of a small liberal arts college on the basis of Merton's postulates. His findings support Merton's theory.

This thesis is a partial replication of Gouldner's study. A sample of the teachers and educational administrators employed in the Calgary Public Schools was studied. The members of the sample were asked to respond to an adaption of the questionnaire used by Gouldner. The data was analysed to investigate possible relationships between reference group membership and sets of attitudes. The results do tend to support Merton's theory, but with reference to only a small percentage of the respondents. There is some indication that professional reference groups have little saliency for many of the educators in the Calgary Public Schools.



THE UNIVERSITY of CALGARY

V

Dean H. S. Baker

INTER-OFFICE

FROM Associate Dean A. A. Gibb

March 2, 1970

Attached are some notes on what, to me, seem to be some emerging problems in education to which the Worth Commission will wish to give attention. I had hoped to go further and make more specific suggestions with respect to the role of the Faculty of Education in the solution of some of these problems, but time seems to have run out on me.



AAG/sk  
Att.



The terms of reference of the Worth Commission make it clear that emerging educational policy is to be specifically related to economic and social trends in the Province. Even for experts, the forecast of such trends over a short period, let alone 30 years, is hazardous at best. In the absence of statements by authoritative groups, the individual can only be guided, in an intuitive way, by his own experience in assessing those trends which will have particular importance for education.

Politically, three trends of significance to education appear to be: the increasing power of the so-called lower class; broader participation in democratic processes; and, greater involvement of Canada in development assistance programs.

Although economists disagree on short-term trends, the long-term forecast is usually one of a healthy and expanding economy. Cycles will certainly have pronounced effect on the educational system--over short periods, at least--but no general economic forecast for the last third of the twentieth century is likely to be a pessimistic one.

Within the general economic picture, certain factors have special implications. For example, the necessity of shifting the emphasis from natural resources to secondary industries and service occupations has profound implications in education. Also important for education, are the ways in which political and economic forces interact in the determination of priorities and the consequent division of public funds.

Some societal trends seem evident enough to indicate that they will continue in importance in the three decades ahead. Pressures to improve the status of various disadvantaged classes--native peoples, for example--are increasing. The rapid changes in the mores of society cause conflict in certain areas and insecurity in others. Of particular consequence to education, would be a continuation of the trend which is lessening the importance of the family as the funda-





mental social unit, with a resultant transfer of responsibilities, educational and otherwise, from the family to the state. The federal government's Commission on the Status of Women will predictably file a report showing that not only do women suffer from discrimination, but that the nation suffers from its persistent refusal to exploit the talents of this group. Urbanization brings its own problems of conflict, pollution, etc., which cry for solution.

Automation increases efficiency and productivity, but creates problems in its wake. Environmental problems such as pollution make demands for an informed public as well as for technological solutions. The Computer Revolution is forecast to be as far-reaching as the Industrial Revolution.

The rapidity of change--political, societal, economic, is inter-related with the rapid expansion of knowledge which makes its own demands on educational systems. The expansion of knowledge will apparently proceed at an accelerated rate throughout the rest of this century.

What, then, do such trends indicate for educational systems? The trend to increasing power of the lower class is catered to, and accelerated by, increasing educational opportunities for this class. This problem is not one of merely broadening opportunities within the present system, but of creating new educational environments for those whose background penalizes them in a more conventional educational environment. This broad problem poses a challenge to those in the social sciences in the universities; in particular, Faculties of Education have the responsibility of preparing teachers, curriculum workers, and others, to promote a greater realization of the potential of this segment of society.

Participatory democracy brings increasing demands on the individual which, in turn, places heavier obligation on the school and, thus, on those charged with the education of teachers. The downward extension of the franchise and the increasing power being



assumed by student groups give greater urgency to this matter.

The involvement of Canada in programs of development assistance places demands on governments and universities of a special sort. Universities are in a position to make a unique contribution to such programs, and Faculties of Education will become increasingly involved in them, both through direct participation and through the education of participants.

The Economic Council of Canada has indicated a strong positive correlation between output in terms of Gross National Product and educational input. This argues persuasively for increasing investment in education in order to provide increasing returns to society. Depressive cycles will have temporary effects, but the long-range picture is one of tremendous increase in post-secondary education, both in numbers and in diversity of programs. Such a trend places heavy obligations upon the universities and other post-secondary institutions, and upon governments, for the orderly development of such institutions. Long-term planning is an essential ingredient of orderly development.

In times of economic stress, problems are bound to arise as to the financial support to be given to education. In particular, there will be competition for funds between universities and other post-secondary institutions. The Universities Coordinating Council is, apparently, to submit a paper on behalf of the Provincial Universities. This paper will, no doubt, emphasize the role that universities play in the advancement of knowledge and in the formulation of proposed new solutions to social and other problems. There is a disturbing note in the recent white paper on *Post-Secondary Education until 1972* that the Government may be prepared to dull the cutting edge that universities provide in favor of broader opportunity at other post-secondary institutions.

A problem of joint concern to the Provincial Universities and other post-secondary institutions is the matter of coordination of



programs. Alberta is embarking on a program of coordination between Colleges and Universities that is much in the California pattern. An increasing number of students will take two years in a College and then transfer to a University. Integrated programs in the Universities must be flexible enough to accommodate students from the Colleges, for the Colleges are being given considerable freedom in their university-transfer programs. The Colleges will provide for a healthy diversity of approach and challenge the Universities to reconsider education for the first two years of university-level work.

Certainly, separate papers will be submitted by special interest groups with respect to the need to respond to the problems of native peoples. In any response, educational institutions in general, and Faculties of Education in particular, will be deeply involved. Cooperative effort by the institutions, by government, and by the native peoples, is increasingly accepted as the most encouraging approach.

Programs for other disadvantaged classes, of the "head start" type, are already receiving approval in principle. The emergence of such problems should involve a substantial contribution not only by those involved in Early Childhood Education, but by others from such areas as Philosophy of Education, Educational Psychology, and Educational Sociology.

All of the problems that we face due to change are complicated by the rapidity of change in these times. No prospects for stability emerge for the remainder of the twentieth century. We must, on the one hand, learn to respond more rapidly to major forces, and, on the other, react more rapidly against forces that appear to be destructive. In this process, education is accepted as the vehicle by which catastrophe may be avoided; the challenge to educational institutions is of a grand dimension. Through joint endeavours, we must strive to keep the generation gap from widening and find accomo-



dation for the impatience and enthusiasm of youth. Already, there have been significant strides made within the universities, and the old administration-faculty-student hierarchy is giving way to joint endeavours in a variety of fields, curriculum reform being a notable example.

Change occurs across the spectrum. There is a healthy re-emphasis on ethical considerations related to the dignity of man. A repressive morality is being cast aside and a new freedom is emerging. History warns us, however, that the pendulum too often swings past a middle position to another extreme one. Philosophers, politicians, and educators must seek a position of greater freedom for the individual in a system which does not contain the seeds of its own early destruction.

A trend that bids to become of major consequence to Education is the gradual erosion of the importance of the family as the fundamental unit in society. Increasingly, educational institutions are assuming responsibilities that were formerly carried by the family. A predictable trend is that of universal kindergartens--perhaps by 1976--along with that of a greater emphasis on nursery schools. Day care centres will, increasingly, contribute to the education of the pre-schooler. Youth will leave home earlier and stay in school longer, with the school environment substituting for the home environment of yesterday. Youth, as a group, will be a stronger factor to contend with, politically and educationally, as society accepts its participation.

Canada, as a nation, has made inadequate provision provision for women to participate in its work force. In schools, and to a somewhat lesser degree in the universities, the situation is not unreasonable. But there are whole professions--engineering, for example--in which virtually no women work. The problem is a very difficult one, to which Education can contribute only part of the solution. Certain discriminations must be overcome. One helpful





step would be the wider acceptance of women working part-time in various occupations, and particularly in Education-- part-time teachers, part-time research assistants, etc.

The urbanization of Alberta's population has created two cities which are now developing the big city problems which have reached critical proportions in many major cities on this continent. Experience with these problems elsewhere should be of great assistance in providing solutions locally before the problems get out of hand. This is not to suggest that Alberta should sit back and wait for solutions to be found elsewhere; clearly, we must come to grips with problems as they emerge.

The solution of problems related to pollution may be expected to be high on the priority list in the period ahead. These problems cut across so many areas that universities will be involved in a great many ways. The technical problems involved pose tremendous challenges to scientists and engineers. The social problems will require contributions from a variety of disciplines. The development of social awareness is a challenge to schools and to those concerned with the education of teachers.

Much has been written, of course, of the fact that automation will make increasing demands for retraining programs as workers are displaced by machines. Automation will be one force in changing the nature of post-secondary institutions from one-shot institutions to centres of lifelong learning for ever-increasing numbers.

For some time, it has been evident that an increasing emphasis will be placed on education for leisure time that will be afforded by automation and related developments. This is an extremely significant aspect of the emerging educational situation for the remainder of the century. Alberta has long lagged in education in the fine arts. Not only will fine arts receive more attention in their own right, but, as a vehicle for the creative use of leisure time and as a medium for the development of high level products for



leisure time consumption, the fine arts should begin to flower in Alberta as the rest of the century passes. Only if the school systems are involved will progress be satisfactory. Consequently, interaction between faculties of Fine Arts, faculties of Education, and school systems is a continuing requirement. A renaissance of the arts appears to be a most probable development over the following century.

The emerging computer revolution is affecting almost all disciplines and all walks of life. In universities, there has already been a major use of the computer in research, in the teaching of courses in computing, and as a tool for speeding calculation in statistics and other courses. The use of the computer in computer assisted learning at the university level is emerging slowly, but promises to be a major development during the next decade or two. Somewhat more progress has been made at the school level than at the university level, in this respect. For this reason, faculties of Education have an early involvement in this area and will be deeply involved in the emerging use of computers for instructional purposes, both in the universities and in the schools.

The computer is not, of course, the only technological aid to instruction. Again, because instruction is a central concern of Faculties of Education, these Faculties will be much involved in this area, through research and development, as well as in the preparation of teachers. Cooperative ventures within the universities and between schools and universities are needed and are beginning to emerge.

In the period of accelerated change ahead, the tendency for society to fractionate can be overcome if institutions become more flexible in proposing, discussing, and testing hypotheses, and individuals become aware of a broader spectrum of needs and dedicate themselves to a solution of our more pressing problems. In this process, no institutions can contribute more than our schools and universities.

AAG/sk

March 2, 1970





**MCGILL UNIVERSITY  
MONTREAL**

Department of Physics

April 3, 1970

Professor J.C. Nelson  
Vice-Dean  
Faculty of Arts and Science  
University of Calgary  
Calgary 44, Alberta

Dear Professor Nelson,

Vice-Principal Oliver has asked me to reply to your letter of February 11 regarding the impact on McGill of the changes in higher education in Quebec. I regret the delay in answering your letter.

The revolution which is going on in Quebec's educational system has had a major impact on the University. Individual members of the staff have been actively involved in large numbers of committees of the Ministry of Education and of the Conference of Rectors and Principals of the Universities of Quebec which have been studying and making recommendations on various aspects of curricular change, organizational change, and financial arrangements. A catalogue of these activities would be almost as tedious as some of the meetings we have attended. I think it sufficient to say that the Universities have had a very considerable share in the drafting of curricula for the new junior college level which is being introduced in Quebec under the name of Collèges d'Enseignement General et Professionnel (CEGEP). One very significant feature of the Quebec system is that the CEGEP is in series between the high school and the University. No student from Quebec will in future be allowed to go directly from high school to University.

The introduction of the CEGEP in the English sector in the Province has been slow and difficult, mainly because of the financial limitations of the Government of the Province. Starting in 1969 the English Universities such as McGill and Sir George Williams University agreed to introduce two-year collegial programmes designed to be equivalent to the pre-university CEGEP programme, but with University control of its own curriculum and admissions policy. The intention is that this University contribution at the collegial level is a temporary one of four years' duration with a gradual decrease in the number of students accepted at the University as more English language CEGEP become available. This introduction of the collegial level at the University has been a matter of much turmoil and pain, mostly because it involved an extra year in the length of education to a

(cont'd)



first degree. Students who entered University in Quebec prior to September 1969 had had eleven years of school and could expect to obtain their first degree in four additional years. Students entering CEGEP or college equivalent programmes at the University in 1969 and subsequent years will have eleven years of school, two years of college and three years of University. It is our expectation that after 1974 the collegial level will disappear entirely in Quebec Universities.

According to the Parent Report the collegial level was intended to be primarily one of a broad general education with the University level becoming one of a higher degree of specialization than has been the practice in the English language Universities of Quebec in the past. This involves an almost complete redesign of the University curriculum. The new three-year University programme will be very substantially different from the upper three years of our former four-year programmes. The various Faculties of the University are wrestling with this problem at present. I enclose for your information the report of the Arts and Science Commission which appeared fairly recently. I must make it clear that this is not an approved University document. It is at the discussion stage and has not yet been approved by either Faculty nor Senate. Nevertheless I think it gives a good indication of the direction in which we are moving.

The interface between the collegial level and the University will not be completely sharp. That is to say, certain courses will of necessity be offered at both levels. Students in the CEGEP have a very considerable number of options so that it is likely that the students entering a particular University programme (in the Physical Sciences for example) will not be a homogeneous group in terms of their educational preparation. For this and other reasons McGill is moving to a credit system, and I include a report on our plans in this direction. Again, this report is under discussion and has not been approved as University policy as yet.

The introduction of the credit system in 1971 will almost certainly be paralleled by a switch on the part of the Province to some type of formula financing for University support. Up until now the Universities have been supported on a deficit basis. That is, each University submitted a budget of expected receipts and expenditures to the Province and hopefully was awarded the difference between these figures as a Government subvention. Unfortunately the amount received rarely covered the deficit completely. At present much discussion is going on between Quebec Universities and between the Universities and the Ministry of Education regarding a suitable formula for financing and the connection, if any, between credit systems and subventions. Nothing is settled at the present time.

(cont'd)





J.C.N. - 3

I hope this information will be of some value to you, and I shall be very ready to try to answer any questions which this letter and attached documents may raise.

Yours very truly,

A handwritten signature in cursive script, appearing to read "E.R. Pounder".

E.R. Pounder  
Director of Collegial Affairs

ERP/bp

ENCLs.

cc: Vice-Principal M.K. Oliver



*Not yet approved  
by The University  
Jen*

FACULTY OF ARTS AND SCIENCE

CURRICULUM REVIEW COMMISSION

January 1970

Herewith the first report and recommendations regarding the curricula for the three year university starting in 1971.

I.

The word curriculum means "little race". Our committee, faced with the almost interminable ramifications of the word in the academic world, has at times thought that a better translation would be "rat race". We have, therefore, at least for now and for purposes of this report limited our field of enquiry. We will not here deal with or make any proposals about teaching methods, methods of assessing student effort, systems for reporting grades, detailed credit systems, or the extended university year. This omission is not because many of these matters are already being considered in other committees, since our faculty has obviously the right to its own opinion on them, but that there has not been adequate time (or in some cases enough expertise on our committee) to study them in a proper way. This report deals only with the patterns of courses, concentration of effort, amount of work required and standards to be achieved which will lead to a B.A. or B.Sc. There are three main areas in which we want to make recommendations, an advisory system for all students, a two semester credit system, and a programmed curriculum.

In all our discussions we have agreed that the keynote should be flexibility. There does not seem to us much advantage in abandoning one kind of curriculum rigid yet with many loopholes and encrusted by age with an almost incomprehensible growth of rules and regulations, only to set up another system equally rigid and incomprehensible. If we can build flexibility into the new curriculum there will be no need for the plethora of new committees which are springing up to handle various interdisciplinary programmes; it will be possible to devise coherent programmes for all students without the necessity for any general compulsory course or courses for which the reasons are never stated; it will be possible for a student to accelerate his passage to a degree; it will be possible to introduce new types of interdisciplinary or intensive courses without precluding the continuance of traditional courses; and it will more easily be possible for a student to get some part of his education outside of McGill.

An additional virtue of a flexible programme is that it will allow us to accommodate a variety of methods of preparation for the University and thereby make possible an admissions policy with considerable latitude in the determination of academic criteria for entrance.



Our committee has actively sought for ideas and advice throughout the faculty and has tried to keep all concerned in touch with our thinking. From many sources both written and oral have come suggestions and reactions all of which have been considered. Some of the more challenging ideas and some of the most desirable suggestions we have been forced to set aside for purely practical reasons. The idea, for instance, of turning the university into a completely unstructured academic facility like a giant public library and abandon the granting of degrees altogether is, to say the least, thought-provoking. There is not much hope, however, judging by the lack of governmental involvement in the Centre for Continuing Education, that this sort of operation would be publicly supported with funds. In any case it would take years of debate to become accepted and we must have a programme ready for September 1971. Similarly a complete tutorial system as at Oxbridge, or a modification of it, would clearly meet with very wide enthusiasm among many staff and students. Again, though, we have felt that to advocate this to the exclusion of the conventional course system would raise costs far beyond the foreseeable budget, would be only an exercise in idealism and necessitate a new report to take monetary problems into consideration.

In short we hope that our proposals are practical from the point of view of staffing, finance and administration without, however, seriously compromising idealistic educational goals.

At an early stage in our deliberations we drew up a set of guidelines for the committee, a copy of which was widely distributed. It is attached in somewhat amplified form as Appendix A so that it can be seen how far and in what directions we have deviated from our proclaimed ideals.

## II.

### A TWO SEMESTER SYSTEM

To all intents and purposes we now have a two semester system in the faculty; the drift to half courses over the past few years has been steady and probably inevitable. In itself we can see few advantages or major disadvantages to this. On the one hand there is in many places a distaste for breaking up educational offerings into bite sized pieces to be ingested, disgorged and forgotten every 13 weeks. On the other hand there are many specialist topics worth offering but which are not worth a full course's work. In addition semester courses are more comprehensible to other North American universities. It has seemed to us that a two semester pattern makes sense if we can provide for those courses which should continue as full courses unchanged. This can be done by the device known as the "linked" two semester course. Such a course, even if for administrative purposes it carried two course numbers, e.g. 419-420, would have to be taken over two semesters; students would not get any credit for taking only one half of it, and only one final examination would have to be given. In other words a



"linked" two semester course would be identical with our present "full" course and no full course would have to be arbitrarily split in two.

Another difficulty with a two semester system can be the waste of time in registering students twice in the year. This waste can be obviated in either of two ways. Either registration for the second semester can take place while the first semester is in progress over a period of two weeks or so, or registration for both semesters can be done at the same time in September as we now do. Changes in registration for the second semester would be allowed as under our present arrangements. On the whole the second alternative, since it requires no changes in our present administration, seems more satisfactory.

Recommendation: We recommend that the Faculty adopt a two semester system which will provide for linked two semester courses as described above, and for which registration is held only once a year.

### III.

#### THE CREDIT SYSTEM

A senate committee is at the moment considering the problem of establishing a credit system at McGill; this seems an inevitable development which we should welcome for many reasons. Under our present system of annual promotion we already have a sort of credit system in that we say 19 passed courses in four passed years are required for a degree. In the North American and Quebec context a credit system is standard. It would be clearly desirable from the point of view of inter-faculty cooperation that a standard credit system be established all through the university so that we could equate credits in the same way as we now equate courses. For this reason we do not propose any definite credit system at this time. For purposes of argument, however, we use the generally accepted American system in which a one semester course (our half course) is said to carry 3 credits and a two semester course 6 credits. It makes the equation with classroom hours per week easy to see.

The essential difference between a credit system and our present one is that we state the amount of work required of a student in "credits" rather than in "courses". We could say that for a B.A. or B.Sc. a student must achieve satisfactory marks in 90 credits as opposed to 15 courses (in a normal three year programme). A credit system in itself says nothing about the amount of concentration or diversification a student's passage to a degree requires. It also says nothing about the time necessary for a student to spend as an undergraduate. These and other matters can be regulated as easily under a credit system as under our own. The great advantage of a credit system is its flexibility. It allows a student to import credits from other institutions as part of his work toward a degree. It can easily make allowance for courses of widely differing concentration and requirements of work whereas our present system only allows for half courses and full courses. It can





also, if thought desirable, allow for the sort of workshop and interdisciplinary study groups that only fit very awkwardly into a course structure.

To illustrate these points we assume that normal one semester courses like our present half courses are to be 3 credit courses. An extremely intensive introductory language course (which will have to bring students up to a level of competence at the end of one academic year which is now only achieved after two years) could carry five credits each semester or 10 for the whole year. An even more elaborate one semester workshop course might carry 8 credits and involve several professors. After some experimentation with numbers we think that courses worth 2, 3, 4, 5, or 8 credits would cover most cases. These being one semester courses are roughly equal to 1/3, 1/2, 2/3, 1 and 1 1/2 present full courses.

There is a well known system for calculating the credit value of a course and we record it here for information.

Total the lecture hours, conference hours, laboratory hours, hours devoted to private study per week. Dividing this total by 3 gives credits for the course per semester or term.

$$\text{e.g. Sociology XXX: } \frac{3 + 1 + 0 + 6}{3} = \frac{10}{3} = 3 \frac{1}{3} \text{ credits}$$

$$\text{Physics YYY: } \frac{2 + 1 + 3 + 3}{3} = \frac{9}{3} = 3 \text{ credits.}$$

The hours to be allotted per course for private study would be determined by Faculty on Departmental recommendation, not by individual instructors. A possible formula is 2 hrs per hr of lectures in a non-laboratory course and 1.5 hrs per hr of lectures in a laboratory course. This formula has been used in the examples.

In this system it should be noted that the division by 3 and the private study hours per hour of lectures are arbitrary. Nevertheless this method of calculation does give a close approximation to the normal 3 credits for a three hour per week course.

In order to initiate such a flexible system of rating courses we propose that all existing courses be rated at three credits for each semester in which they are offered with a deviation of not more than one credit per semester on the approval of the department alone. Any greater deviation would call for a specific proposal to be made in the same way as new courses are proposed, and for approval by the usual procedures. Similarly any proposals for new courses to be given in 1971-2 and after should include the credit rating of the proposed courses.

It has been argued that, if we allow courses carrying two or three times the credit rating of a normal course, some professors might seek to attract students by the prospects of an easy accumulation of



credits. To this objection there are two answers. In the first place, as every one knows, there are now notoriously easy "snap" courses which offer cheap credits towards a degree. In the second place we propose below to limit the number of credits a student can carry at any one time, and so a course carrying a high credit rating would have the disadvantage of restricting the students taking it from taking other courses in which they might be interested. In any case it is up to departments to maintain academic standards of disciplined work and if they choose to debase these standards no committee can easily and by regulation restrain them. We do not see this as a problem for a curriculum committee.

We propose below certain general rules for course patterns, all of them stated in terms of this credit system and predicated on the assumption that 90 credits contain the same amount of work as the 15 courses now required in our last three years. The credit system itself, we state again, is not dependent on these rules.

One other proposal we make is to give students credits toward a degree if he satisfies the requirements of a course and demonstrates a mastery of the content of that course even though he never actually takes that course. It seems wasteful to require a student who has by himself acquired competence in a particular subject to sit through a course on that subject. This privilege will no doubt be only rarely used and it should have certain safeguards. Clearly a native speaker of Spanish should not be given easy credits for elementary Spanish courses. Nor should students be allowed to use a body of learning twice such as gaining admission to the university and also gaining credits toward a degree. We must also discourage students from shopping around the calendar for odd and unconnected courses in which they think they might gain quick credits. Our proposal therefore would only give students credits toward a degree (and grades if appropriate) for courses not actually taken on the following conditions: (a) He fulfills the requirements of the course and demonstrates his mastery of the subject matter to the satisfaction of the department concerned; (b) if the course is not an elementary language course; (c) the course forms part of his approved programme (as described below in Section IV) and (d) if he has not used such credit previously for admission to the university.

Recommendations: 1. We recommend that the Faculty adopt a credit system for describing a student's work load and requirements for a degree.

2. We recommend that all present courses be rated as 3 credits (plus or minus one) for each semester in which they are given, such rating to be determined by the departments.

3. We recommend that new courses, and old courses which are thought to be worth more than the normal 3 credits (plus 1), should be approved in the regular way and their credit rating at that time defended before the proper bodies.

4. We recommend that under the conditions outlined above a student may gain credits towards a degree for courses which he has not actually taken but in which he has demonstrated a mastery of the subject matter.



(The figure "3" mentioned in recommendations 2. and 3. is purely tentative and used only to indicate the fraction by which a department can reassess its courses. The exact credit ratings of courses will depend on the recommendations of the senate committee on the credit system.)

#### IV.

#### STUDENT PROGRAMMES

We have stated publicly before and we state again that we cannot make firm recommendations about Honours programmes. Only a department can know what standards must be achieved by its students if they are to fit into a graduate programme here or elsewhere. We would, however, like to ask all departments to consider their Honours programmes anew in the light of the extra year their students will spend in their progress to the first degree. Some disturbing hints have come to our attention that we are overtraining students in some departments so that when they go to other graduate schools they must mark time until the students from other universities catch up to them, or must retake course material they have already covered as undergraduates. It would be unfortunate if we in this way locked students into the McGill pattern or made our graduate school too austere to accept students from elsewhere. Instead of more training in the Honours department we wonder whether in these cases a broader training might not be possible by allowing the students more free options.

Our main concern has been with the non-honours students and here the eternal conflict between absolute freedom of choice and coherent programmes has been our chief worry. Early in our discussions we discarded the complete cafeteria method of course selection. We also laid aside once and for all the notion that some courses are so inherently valuable as to be made compulsory for all students. Within individual disciplines, however, it is obvious to everyone that some courses require previous training and we back this idea of natural prerequisites. The one exception to this shying away from general compulsory courses has been in the case of French. It is so obvious today in Quebec that our Quebec students need a knowledge of the language of the majority community that we did not even debate it. There is, however, the case of students from outside Quebec and Canada. Even assuming that all anglophones should attain a reasonable knowledge of French what of the Chinese speaker from Hong Kong who comes to study physics? He has a hard enough time with one foreign language; should we handicap him further by requiring a second? Then again it must be remembered that French is compulsory in English CEGEPS. If they certify that one of their students has reached reasonable facility in French are we to question their standards in this one aspect of their certification while we accept their certification in other fields? How can we establish one standard for graduates of CEGEPS, a second standard for anglophones from other school systems and a third standard for speakers of a foreign language? Are we to set up standards for English to be attained by Francophone students? These are all very awkward questions and we therefore rather reluctantly refrain from recommending any general compulsory



course in French for all students nor any screening device to assure competency in French for all students. We do most strongly urge the establishment of extensive training programmes to be made freely available to all students both in French and English as a second language and we think such programmes should carry credit toward a degree where suitable. With a three year university there will not be time for a more elaborate programme of compulsory courses even in French.

We have tried in devising sensible curricula, to strike a balance, then, between incoherent free choice and programme planning. Every student should choose a programme which will make up 3/5 of his degree requirements or 54 credits (to use the system assumed in Part III). This programme to be approved by his adviser as outlined in Part V below will consist of courses which together constitute a coherent pattern suitable to the student's interests. We envisage programmes of the following kinds:

- (a) Programmes in most departments consisting of 54 credits (9 courses) in one department or in two closely related departments (e.g. Mathematics and Physics, Zoology and Botany, etc.). (Many present major programmes would have to be expanded to meet this new pattern.) In larger departments several model programmes might be suggested.
- (b) Area majors of the kind already in existence and administered by interdisciplinary committees. These majors also would have to be expanded to nine courses (or 54 credits). They will be approved for a student by an advisor drawn from any of the departments involved.
- (c) New interdisciplinary programmes to be evolved on a large scale. Whether these, once formed, need the organization of a large number of new faculty committees (like the East Asian Studies committee) is a matter of doubt unless they are to lead to the formation of research programmes requiring extra funds. We conceive that these new programmes be simply proposed by interested groups directly to the Curriculum Review Commission (or another special body) which would have the duty of accepting or rejecting them subject to final approval<sup>1</sup> by Faculty Council and/or Faculty. In case of rejection appeal could also be made, of course, to Faculty Council and Faculty. If these new programmes call for the setting up of new courses these courses would, of course, have to be approved in the usual way. This effort should be an intensive one in the next few months, to group courses from various departments in new challenging ways and to publicize the results. These new programmes will be approved for students as in (b).

All these programmes, (a), (b) and (c), will be listed in detail in the catalogue for students to consult before registration and before meeting their advisors. In addition to these three types of programmes we propose a fourth type as follows:





- (d) Special programmes (see also page 10) to be suggested by individual students themselves to meet their own interests. If such an original suggestion is made by a student it will be carried by the student's advisor, if he so chooses, or by the student to the Curriculum Review Commission for approval. Approval of such ad hominem programmes will depend on their common sense coherence and might well lead to approval and publication of the idea as a generally available option of the kind envisaged in (c) above. If sufficient programmes and sufficiently imaginative ones are devised and announced we do not anticipate many special programmes.

The common feature of all these programmes should be concentration on some one field of interest and advancement towards more sophisticated understanding of that field. A collection of first year courses, however closely related to one another, would not be acceptable. For upper year courses required in a programme it is likely that attention will have to be paid to prerequisites in some cases. These should normally be listed as part of the programme. In exceptional cases students with inadequate preparation may have to use some of their free electives.

In addition to the 3/5 of his course load which forms his approved programme the student will have to make up the other 2/5 by free electives. This means that if a student takes 54 credits (3/5 of his work) in an approved programme he must also take at least 36 credits in courses outside his approved programme. (Some honours programmes may call for more than 90 credits just as some now require more courses than the 15 required for general students.)

We have considered the semester course load desirable for a student and agree that the present pattern of five courses seems about correct. To give some flexibility we suggest that, translating this load into credits, a full time student should not take less than 13 nor more than 17 credits in any one semester with an average of about 15. It would, therefore, require six semesters or three academic sessions in normal cases to gain the total credits necessary for a degree. There are, however, two possible means by which students in a hurry could gain a degree in a shorter period. (Whether they could get a good education is another question.) Students might gain credits at summer schools and so accelerate their careers. As a second possibility students of proven ability might, after their first year, be allowed to take more than the normal maximum of 17 credits per semester. In any case we should require a minimum of four semesters to be spent at McGill as a prerequisite for a McGill degree.

Another unpleasant problem is to rid ourselves of weak students and to set up machinery calling for a minimum rate of progress for full time students. Exact details in this regard will have to be worked out later.



- Recommendations:
1. That all general students choose a programme which will be approved by an advisor and which will cover 3/5 of the work leading to a degree.
  2. That possible programmes be listed and described in the catalogue; that this list include departmental or interdepartmental majors and old and new area majors; and that with proper safeguards, special programmes can be devised by and for individual students.
  3. That the total work required for a degree be about the same as that required in our present final three years and that our present course load be kept as the norm in any semester.
  4. That students, especially good students, be allowed to accelerate by using summer credits or by carrying a higher than normal course load but that a student spend at least four semesters at McGill to qualify for a degree.
  5. That specific regulations to eliminate weak students be reframed in terms of credits rather than courses.
  6. That for non-francophones extensive French language courses continue to be offered for credit.
  7. That all departments review their honours programmes.

## V.

### A SYSTEM OF ACADEMIC ADVISORS

One of the saddest failures of our existing curriculum is the homelessness of the general student. We have all met the student who in his last year at McGill confesses that he has never had a personal talk with a professor and has been lost in large impersonal classes where he feels no one cared about his progress or career. Honours students and, to a somewhat lesser extent, majors students are involved and to a greater or lesser extent concerned with their department. Can we not similarly involve all students? The counselling system has done some good work for first year students, but in many cases a professor finds himself counselling students who are only distantly interested in his discipline, and giving, often, advice of a non-academic nature. Purely academic counselling has been long established in many universities and has worked much more satisfactorily than our own scheme.

We propose that every student when he first comes to the university attach himself to a department of his own choosing. He will then be assigned by the department to some specific member of the staff of that department who will act as his advisor on academic matters.



This advisor would have, apart from any general advice he cares to give, one very definite task. He would have to approve, after consultation with the student, 3/5 of the total work load of the student leading to a degree. In the great majority of cases a student would choose to enroll in one of the established three year programmes as described above in part IV. of this report. In this case the advisor would have to approve and sign each year (or semester) a document listing the courses in the programme to be taken and no changes could be made in these courses without the advisor's consent. This will be done before a student is allowed to register. This approved programme must cover 3/5 of the student's total work towards a degree but in any given session that fraction would not have to be adhered to. To make this still more easy and flexible any advisor would have the right to give approval to a programme which differed from the pattern laid down to the extent of not more than one full course out of nine (or 6 credits out of 54).

The problem of the student who wants to change his programme part way through his university career can still be dealt with. A student would have the right to change departments and therefore advisors. The new advisor, taking into consideration what courses a student has already done, can advise him what new programme he can fit into without wasted time and give his approval for it. The right of an advisor to approve a programme which deviates from the established formula by 6 credits out of 54 should also make a change of programmes easier.

There is also the case of the student who does not want to enter any of the established programmes but who, after study of the course offerings, proposes a programme of his own. In this case ( (d) on p. 8) the advisor can, in consultation with the student, draw up a specific recommendation for a small central board (perhaps the Curriculum Review Commission) and ask for its approval. Even if the advisor does not approve such a special programme a student should have the right of appeal to the board. The chief criterion for these special programmes would be that they are coherent, sensible groupings of courses. There may well be in the first year or so of the new curricula a plethora of these new programmes but it is thought that if they make sense they should be added to the list of announced programmes and so be removed from the special category. There would be no great urgency for the approval of these special programmes because it is presumed that a student would make such a proposal early in his career and have taken or be taking courses which, in case his special programme is not approved, could be so grouped as to fit into an already announced programme. If a student waits to propose a new programme until the time of registration in his last session he may well suffer the consequences of his casualness in not being informed that his proposal has been rejected until it is too late for him to change his courses. But such a casual attitude towards his own education deserves little consideration.

An objection to the advisory system is that it will involve an undue amount of staff effort. In this we disagree. As it is now, all honours and majors students receive just this kind of attention and all first year students are counselled. We only propose adding students of the two upper years in the general courses to this, and to make the



procedure as cut and dried as possible by establishing ahead of time as many programmes as possible. This scheme would also do away with the need for an army of registration examiners whose work would largely be done by the individual advisors. In any case, even if it did require some more staff effort we feel very strongly that the advantages in giving every student a home in McGill's academic world is worth the cost.

Recommendations:

1. Every student on entering McGill will choose a department in whose discipline he is interested and will be assigned by that department to a specific advisor.
2. This advisor prior to registration must give his signed approval to 3/5 of each student's work load and assure that this fraction fits into an announced programmed or deviates from an announced programme by no more than one full course out of 9 (or 6 credits out of 54).
3. The advisor can recommend a special programme for any student but may not by himself approve it.
4. A student will be free to change his department and/or advisor on request, and to change to a new programme to be approved by his advisor.

The summary recommendations following Parts II. - V. of this report must all be examined in light of subsidiary explanations and amplifications in the text which they follow and which form an integral part of the recommendations.

Respectfully submitted by the Curriculum Review Commission.

Membership

Professor C.D. Gordon, Vice-Dean of Faculty - Chairman  
Professor D.C. Donderi, Department of Psychology  
Professor W. Hitschfeld, Department of Meteorology  
Professor S.H. Ingerman, Department of Economics  
Professor V. Pasztor, Department of Zoology  
Professor E.R. Pounder, Department of Physics  
Professor J. Walker, Department of Philosophy  
Professor M. Herschorn, Associate Dean for Student Affairs  
Professor M. Puhvel, Department of English

Students:

Mr. D. Blitz  
Mr. G. Cliff  
Mr. B. Schecter





## APPENDIX A

### A DESIRABLE CURRICULUM SHOULD FEATURE:

1. A total of work for a degree as much as at present.
2. The maximum flexibility to satisfy student interests which fall outside programmes now possible.
3. Different kinds and intensities and levels of courses.
4. The minimum of intermediate barriers before a degree but some control of weak students.
5. A degree of concentration in one, or two related, fields.
6. A standard of performance no lower than at present.
7. Provision for honours programmes and programmes leading to professional faculties.
8. As easy a change-over from present course patterns as possible. Compulsory change of all or most present courses is difficult or impossible.
9. No higher a teaching load for staff than at present.
10. Easily understandable rules for staff and students.
11. An easy equation for gaining summer-school credits within or outside McGill.
12. No compulsory courses except where a student is convinced of their relevance. Clearly first year physics must be compulsory for higher physics courses and the relevance of the prerequisite is obvious; an English course for every undergraduate does not necessarily seem relevant to someone taking biochemistry.



# Uniformity Key Of Education

Following are the 192 recommendations included in the report of the (Quebec) Royal Commission on Education:

## Pre-school Education

1. We recommend that the Department of Education encourage the training of teachers who specialize in pre-school education and take the necessary urgent measures to this end.

2. We recommend that the Department of Education continue to encourage school commissions to open kindergarten classes or nursery schools in the spirit of article 6, which deals with the "law of subsidies to the school commissions."

3. We recommend that the efforts be undertaken to gradually develop a chain of kindergarten schools which are of a high standard, co-educational, and free, for children of five years to begin with; and in the second stage, for children of four years. We recommend that special grants be given to regions and to sections of cities which are underprivileged and where kindergarten is particularly needed to remedy the handicaps of the family in bringing up children.

4. We recommend that the Department of Education study various ways of assuring pre-school education to children in rural areas.

5. We recommend that, where specialized teachers are available, the law require all school commissions to open kindergarten classes; and if enough parents ask for it, that it constitute two classes of 20 children.

6. We recommend that the Department of Education establish criteria of admission and of grouping for kindergarten children.

7. We recommend that the authorization of the Department of Education be required for the maintenance or creation of all kindergarten schools, private or public, the authorization resulting from conformity to the norms established by the pre-school education service.

8. We recommend that the pre-school education service of the Department of Education set up teams of specialized teaching supervisors charged with seeing to the quality of this instruction and with encouraging families to become interested in it.

9. We recommend that kindergarten schools or classes, private or public, of an experimental character be helped by special temporary subsidies.

10. We recommend that special kindergartens be opened to admit children who, for any reason or another, cannot be accepted into regular ones: retarded or physically handicapped children, for example.

## Elementary Education

11. We recommend that the organization of elementary education be conceived according to the spirit, the principles and the techniques of the activist school. Activist schools are defined as those which adhere to the belief that meaning arises out of the active experience of the individual and that experience is a continuous stream of minute, complicated, integrated responses.

12. We recommend that teachers be prepared in a more complete and direct manner to give instruction conforming to the spirit, the principles and the techniques of the activist school.

13. We recommend that the curriculum of elementary education be presented to the teacher, not as a precise catalogue, but as a framework which allows him considerable latitude.

14. We recommend that the curriculum of elementary schools be established on the following four principles:

- (a) The child needs concrete instruction and creative activity;
- (b) Elementary school must be conscious of individual differences;
- (c) Elementary school must give children an intellectual training and teach them working habits which prepare them for secondary education;
- (d) Elementary school must aid the adaptation of a child to conditions of modern life.

15. We recommend that elementary schools admit no child under the age of six at the beginning of the school year.

16. We recommend that elementary instruction last for six years and that it be divided into two equal cycles.

17. We recommend that the first elementary cycle (of three years) be devoted particularly to the teaching of basic techniques: reading, writing, arithmetic, means of expression; and to elements of moral, religious and civil training.

18. We recommend that at the end of the first cycle, a year of make-up be organized for those who need it.

19. We recommend that the second cycle of elementary education give the student a

serious initiation into personal working habits and those involved when working in groups, and that it offer him a systematic exploration of his environment.

20. We recommend that the distribution of students in each elementary school cycle be made according to the rate of learning, and that the course be flexible enough to assure continuous progression among all students.

21. We recommend that the teachers of each elementary school cycle group themselves into teams and divide the children, regardless of age or capability, according to the learning rate, aptitudes and the needs of each child.

22. We recommend that the elementary school curriculum take into consideration studies which indicate that pupils are more receptive to certain subjects at certain ages.

23. We recommend that elementary schools offer gifted children a richer and more profound instruction rather than an accelerated one, with the result that, normally, students will not be ready for secondary education before 12 years of age.

24. We recommend that elementary schools keep students not longer than seven years — secondary education bearing the responsibility for receiving all elementary school students and for diversifying their courses in reply to the needs of each.

25. We recommend that the calendar and time table of the elementary school be set up on the basis of the physical and intellectual capacity of the students and that the French experience of equal time devoted to academic teaching, recreation group learning and sports be re-established in this province.

26. We recommend that holidays be provided, when necessary, for the refreshment of the student and the school generally.

27. We recommend the establishment of co-education at the elementary school level.

28. We recommend that the Department of Education and the educational associations review the services required of a teacher and his working conditions within the demand of an activist school.



High  
Schools  
gr 7-11

29. We recommend that subject specialists assist elementary school teachers in the instruction of principal subjects and that physical and manual training be confined to specialists.

30. We recommend that precise directives be formulated to free the school from obligations above and beyond its function as an institute of education.

31. We recommend that the Directorate of School Buildings for the Department of Education and the school commissions construct and equip elementary schools in keeping with the philosophy of activist methods.

32. We recommend that the Department of Education undertake an evaluation of the text books now in use in elementary schools.

33. We recommend that the number of records written on teachers' performance be limited to what is strictly necessary.

34. We recommend that the pressure of examinations be reduced as much as possible and that a system of internal examinations be established for the elementary schools under the authority of a regional teaching council.

35. We recommend that the Department of Education launch a campaign to inform school principals and teachers of the principles of scientific examination procedures [objective testing, for example].

36. We recommend that the philosophy of elementary school education develop a spirit of initiative and a sense of responsibility among students.

37. We recommend that, in preference to the present elected courses which do not enhance teachers' classroom competence, intensive study sessions and training periods be organized for teachers of elementary education to acquaint them with all principles and techniques of the activist school.

38. We recommend that admission to university be made easier for teachers who, without going through the regular requirements desire to advance to a higher degree.

39. We recommend that teachers be closely associated with the preparation and execution of Department of Education plans for the retraining and upgrading of teaching personnel.

40. We recommend that the reform of elementary school teaching be effected through prudent and well-conceived methods in a well-

41. We recommend that the department and the teachers' associations organize training periods of several months in different countries, particularly in England, Germany, Switzerland, France and the U.S., so that suitable teachers can subsequently set up pilot schools applying modern methods of teaching.

42. We recommend that secondary instruction last for five years, from seventh to 11th grades, inclusive.

43. We recommend that the secondary course be divided into two cycles: one of two years (grades seven and eight) which will deal particularly with general instruction; the other of three years (grades nine, 10 and 11) which will permit each student to begin a specialized course of study.

44. We recommend that the high school organize a preparatory class for 13-year-old students or for those who have already taken six or seven years of elementary school but who have not had sufficient preparation to enter the seventh grade.

45. We recommend that secondary high school instruction be conceived with two objectives in mind: a general common education and a specialized education more or less developed according to the needs of the individual.

46. We recommend that high school education be organized in composite schools, offering a variety of courses and services corresponding to the diversity of talents, tastes and needs among students from 12 to 16 or 17 years of age.

47. We recommend that all students from 15 to 18 years be required to take at least part-time education, whether in day or night courses.

48. We recommend that the possibility of providing young manual laborers of less than 18 with a partial education (by day or night courses) be studied by employers and labor unions.

49. We recommend that, to acquire a thorough basic training, all high school students be required to take certain courses in each of four principal fields of knowledge: languages, sciences, arts and vocational training.

50. We recommend that there be two categories of courses in the high schools: required courses and elective courses.

51. We recommend that the high schools offer students various types of courses — slow, regular or enrichment courses — so that students can follow courses at one level in one subject and at another level in another subject, according to their aptitudes, their handicaps and their individual preparation.

52. We recommend that secondary education develop in students good personal habits of study and self-responsible conduct.

53. We recommend that instruction given in high schools be centred around a library.

54. We recommend that the high school course be completed by a diploma of secondary studies.

55. We recommend, as a preliminary study for the reform of the high school timetable, that an evaluation be made of the intellectual capacity of a student at this level.

56. We recommend that the school year for secondary education number 200 days of classes.

57. We recommend that high schools be open in summer for students needing to catch up and for those wishing to pursue personal projects or cultural activities.

58. We recommend that various methods of co-education be implemented in secondary education where student numbers, variety of courses and services, or costs dictate.

59. We recommend that contacts, exchanges and close collaboration be established between personnel and students in high schools in localities which continue to separate girls and boys.

60. We recommend that teachers instructing a given subject in a high school be grouped into a team under the direction of a co-ordinator.

61. We recommend that high school teachers having the required aptitudes advise 20 students each and be responsible for surveying their general academic progress and helping to resolve particular problems arising out of their training.

62. We recommend that secondary school education use more audio-visual techniques.

63. We recommend that high schools be equipped with a library, a language laboratory, a science laboratory, a gymnasium, a manual training shop, an art studio and common rooms.

64. We recommend that a system of accreditation (by the Department of Education) be established for secondary schools.

65. We recommend that the philosophy and organization of the high schools allow great scope for student initiative and personal responsibility.

66. We recommend that each high school have a students' council with precise characteristics.

67. We recommend that the regionalization of secondary education consisting of composite high schools of 1,000 to 1,200 students each.

68. We recommend the establishment of close collaboration between private and public institutions of secondary instruction.

69. We recommend the integration of a domestic science program into the public high school curriculum up to and including the 11th grade.

70. We recommend that all instruction between grades seven and eleven be the responsibility of the regional school commissions.

71. We recommend that the directors-general of the regional school commissions have authority over all personnel in the various educational services in their region.

72. We recommend that the directors-general of the regional school commissions be permitted to survey the instruction dispensed in elementary schools under the authority of the local school commissions which constitute the region.

73. We recommend that the Department of Education and all interested parties undertake the necessary studies to define the normal services of the high school teacher and the principal.

74. We recommend that universities undertake research to determine the capacity of the high school student.

75. We recommend that, as an ideal to be pursued, all high school teachers some day have a bachelor's degree with honor; (16 years of study).

76. We recommend that the Class I Certificate or the bachelor's degree plus a teaching diploma, be established as the minimal requirement for the present organization of secondary education (a minimum 15 years of study).



77. We recommend that urgent programs be organized to permit those teachers who are insufficiently prepared but who are now teaching on a secondary level, to catch up quickly to the minimum standards required.

78. We recommend that each school principal be assisted by a teachers' council as regards the pedagogical, administrative and disciplinary organization of the establishment.

79. We recommend that, besides each regional school commission, a regional Council of Education be set up, composed of the model of the Superior Council of Education and playing a similar role in the region.

80. We recommend that the directors-general of the regional school commissions be advised by a council composed of the principals of the regional teacher training institutions and the directors of services.

81. We recommend that the possibility of establishing co-education in all public high schools be the object of serious examination in the light of moral, pedagogical and economical factors.

## Pre-university and Professional Education

82. We recommend that the province assist the education of the greatest possible number of students up to and including grade 13, and that it adopt the necessary measures to give these students an appropriate education and one of high quality.

83. We recommend that a self-contained level of studies be established to this end, having a duration of two years after the 11th grade and completely distinct from

high school and higher education.

84. We recommend that this course be the primary preparation required for students wishing to take higher studies (degrees) and that it provide others with the terminal phase of their general and/or professional training, preparing them directly for modern life.

85. We recommend that this course of studies be known as pre-university and professional education, thus indicating its composite character, and that the establishments providing this instruction be known as "institutes."

86. We recommend that pre-university and professional curricula be flexible and based on a wide variety of

87. We recommend that each student's program be composed of common basic courses, of specialized courses, and of courses which complement the specialty — each category representing one-third of the instruction.

88. We recommend that all students going on to higher education take at least two years of studies at the pre-university and professional institute before being admitted to university.

89. We recommend that, during the summer or in a third year, it be easy for students to complete a program of prerequisite courses for the advancement of their training or for their admission to higher education. (This will apply especially to those who might desire to change their area of specialization.)

90. We recommend that all general and professional instruction on the 12th and 13th grade levels be abandoned by the universities as soon as possible.

91. We recommend that institutions now providing instruction after grade 11 — universities, classical colleges, technical institutes, art and music colleges, normal schools, family institutes, private colleges and other professional schools — be asked to collaborate in the creation of these institutes by regrouping their teaching personnel, their furnishings and their scholastic equipment.

92. We recommend that the task of organizing and administering the institute in each region be vested in a corporation of a public character, controlled by the province but constituting a distinct administrative organism, in the composition of which the intermediary bodies of the region will be regularly called upon to give advice.

93. We recommend that the corporation members be named by the Department of Education according to lists furnished by groups or interested local organizations, such as educational associations likely to collaborate with the institute — parent and teacher associations, the regional school commissions in the territory served by the institute, representatives of industry, commerce and regional labor unions, and the institution of higher education closest to the area.

94. We recommend that the corporation have no more than a dozen members named for a mandate of five years' duration, renewable once

95. We recommend that the corporations take inventory of teaching resources in the region and effect the pooling of these resources as their primary function.

96. We recommend that as their second function, the institutes' corporations plan and organize real campuses to bring about effectively and rapidly the regrouping of 12th and 13th grade students.

97. We recommend that residences be provided so that geographical distance does not constitute an obstacle for attendance at an institute.

98. We recommend that an institute number no fewer than 1,500 students in order to offer the most varied and highest quality of instruction.

99. We recommend that each institute's pedagogical instruction be confided to a principal, seconded by two or three assistant principals, department heads and professors elected by their colleagues.

100. We recommend that student representatives be associated in various ways with the administration and the progress of each institute.

101. We recommend that pre-university and professional education administration be in the hands of the Department of Education.

102. We recommend that the directorate of curricula and examinations of the Department of Education assume the pedagogical responsibility of pre-university and professional instruction and that it assure the collaboration and advice of university professors and specialists to this end.

103. We recommend that the directorate of school organization, in collaboration with the directorate of planning, prepare a map of provincial institutions, and that it provide all the necessary assistance to the corporations for the administration and the organization of the institutes.

104. We recommend that the commission of technical and professional education of the Superior Council of Education be transformed to constitute the commission of pre-university and professional education.

105. We recommend that the commission of pre-university and professional education be named by the Superior Council of Education after consultation with corporations and teachers' associations within the institutes, and with the universities and the world of labor for which the institutes provide prepara-

106. We recommend that the Department of Education establish the norms and criteria for student admission, leaving each institute to apply them by taking into account the peculiarities of the region and collaborating with department advisors.

107. We recommend that students be granted an official diploma from the Department of Education following completion of these courses.

108. We recommend that the directorate of curricula and examinations investigate a system of tests which avoid "cramming" for this diploma, and that the possibility for establishing a system of accreditation for these institutes along recognized and precise lines be considered.

109. We recommend that the institutes offer evening courses for adults wishing to pursue studies at this level and that they collaborate actively with activities of group culture which will call upon their services.

## Higher Education

110. We recommend that all studies following the 13th grade diploma be designated "higher education."

111. We recommend that, to establish an ordered system of university studies, the first degree (the bachelor's degree) in all Quebec universities require at least three years of study or six complete semesters after the 13th grade diploma, and at the most four years or eight complete semesters; the second degree (the master's) requiring one or two supplementary years of study and research after the first.

112. We recommend that in all the French and English language universities in Quebec the obtaining of degrees of the same level in the same discipline require studies of an equal duration, and that the length of these studies be fixed by the Department of Education, after consultation with provincial university administrators and with the Superior Council of Education.

113. We recommend that the primary degree in French language universities be called the Licentiate, the second, the Diplôme d'Etudes Supérieures, and the third, the Doctorate (corresponding to the Bachelor's, Master's, and Doctor's degrees in the English language universities).





114. We recommend that universities admit only those students who have obtained the 13th grade diploma or the equivalent.

115. We recommend that faculties now requiring a bachelor's degree for admission revise their criteria to allow students with a 13th grade diploma to enter university; and that no university nor any faculty be authorized to set up preparatory classes.

116. We recommend that, whenever possible, the laws of professional corporations be amended to conform to the admission requirements for higher education.

117. We recommend that the bachelor's degree terminate the specialized studies, that the certificate designate the chosen discipline, and that it be considered as a final diploma after completing university.

118. We recommend that no new universities be created with an unlimited charter.

119. We recommend that universities with a limited charter as well as centres of university study be created to handle all students expected within the next few years and to encourage the geographical decentralization of higher studies.

120. We recommend that a university with a limited charter be an establishment:

- authorized to provide instruction toward the first degree (bachelor's) and to award the diploma itself;
- serving a population area supplying it with at least 2,000 students;
- having recourse in each department to a teaching personnel where at least one third has a doctorate or the equivalent, the other professors preparing a thesis;
- having a library and appropriate laboratories.

121. We recommend that a centre of university study be an establishment:

- attached to a university itself.
- insuring at least 1,000 students with instruction in the first year or in the first two years of the bachelor's degree (in a sufficient number of basic disciplines and in teacher training courses).
- possessing a teaching personnel of a quality comparable to that of a university with a limited charter.

122. We recommend that the Commission of Higher Education name, for each new university with a limited charter, an organization committee composed of university professors and persons cognizant of the administration of a university to advise the new university for a limited period of about five years on such subjects as the nomination of a rector and other directors, the drafting of a charter, the choice of professors, the preparation of curricula, construction projects, and the local equipment necessary.

123. We recommend that the main university set up an organization committee of professors from within its ranks and from other universities, including university administrators to advise and stimulate the centres of university study during their development.

124. We recommend that each new university establishment be constituted as a corporation by a law reserving the nomination of at least the majority of members on the executive to the province but recognizing the right of teachers' groups or various persons interested in education to propose nominations of their choice.

125. We recommend that at least one French-language university with a limited charter be immediately created in Montreal by the regrouping of already existing resources and the addition of new ones, within the framework of a corporation of public character such as we have described previously.

126. We recommend that a university with a limited charter be formed from the regrouping of resources from Loyola College, Marianopolis College, Thomas More Institute, St. Joseph Teachers' College, to constitute a corporation directed by an executive named by the lieutenant-governor in council on the suggestion of establishments and groups of interested Anglo-Catholics.

127. We recommend that a centre of university studies be created in the manner already indicated, for the Maurice and Nicolet region, another for the Saguenay and Lake St. John region, and a third for the Lower St. Lawrence and Gaspé region.

128. We recommend that the Commission of Higher Education, together with the directorate of planning for

the Department of Education, closely watch the evolution of higher education in the next few years in order to decide upon possibilities for creating new centres of university study in other regions, and for constructing universities with limited charters from these centres to be developed, and also to look into the creation of new universities with non-limited charters.

129. We recommend that the Department of Education and the Commission of Higher Education foresee the creation of a university centre for applied sciences which, in close collaboration with the universities, will prepare one part of the framework necessary to industry, public services, administration, education, and business.

130. We recommend that the universities and the Department of Education take all necessary measures to assure the development and the progress of studies beyond the bachelor's degree.

131. We recommend that, to this end, research be recognized as an integral part of university activity and that means be taken to assure its development.

132. We recommend that at least for the next few years the three major universities, Laval, the University of Montreal and McGill, be the only ones to develop their curricula of higher education beyond the licentiate or the bachelor's degree; and that other existing universities limit the exercise of their rights so as to concentrate their efforts on the instruction which they now offer towards the first university degree (bachelor's).

133. We recommend that the Department of Education create a provincial research council charged with coordinating and subsidizing research in the universities and other establishments of higher education.

134. We recommend that a program of enrichment for university libraries be immediately started; that a more significant budget be allocated for the buying of volumes and periodicals and for the improvement of services offered to students and professors; that plans for the pooling of and collaboration between university libraries be strongly encouraged.

135. We recommend that a rational and uniform mode of student admission be established for all institutions of higher education within the province.

136. We recommend that each establishment of higher education assure guidance services to students who need assistance in orientation.

137. We recommend that establishments of higher education develop a balanced system of major courses and of working groups and that they offer to this end, in concert with the Department of Education, grants to advanced students who will then act as monitors and demonstrators, passing on information to students working for the "bachelor" degree in their courses, seminars, laboratories and practical workshops.

138. We recommend that the establishments of higher education and the Department of Education take all the

## Retarded Included

The Parent Report on Education recommends that all children who can be educated, including the retarded, be under the authority of the Department of Education.

The only exception would be the deeply retarded, who must be institutionalized. They would be the responsibility of the Department of Health.

The report stresses also that all children who are normally endowed but who have a physical handicap be provided with an education which is suited to them.

The report recommends that religion be disregarded when setting institutions for the retarded, but that care should be exercised that the children are given a moral training according to the wishes of the parents.

This would mean in effect that Catholic, Protestant and Jewish retarded children could all be trained in a mixed class.

It recommends that a special service be set up for exceptional children in the Department of Education. Its responsibility would be to establish a province-wide plan for the development of the needed institutions.



necessary measures to develop the greatest possible number of future university professors, in particular by the development of advanced studies, so as to overcome the grave shortage of qualified professors which now menaces higher education.

139. We recommend that universities be granted a sufficient number of scholarships which they can delegate themselves to their candidates with high grades.

140. We recommend that universities innovate and experiment in higher education which they are called upon to offer to adults, and that they expand their contribution to popular culture.

141. We recommend that the means be sought to break the partitions between faculties and departments, and that the faculty structure be given the most flexible form possible to formulate study curricula composed of courses or groups of courses given in two or more faculties or departments.

142. We recommend that the charters and the statutes of existing universities be revised to allow the administration of institutions a more democratic character, better adapted to contemporary demands, particularly concerning the composition and the powers of the administration and of the pedagogical council, the nomination and the functions of the directorate, and that these revisions be made after consultation with professors and students.

143. We recommend that the charters and the statutes of existing universities be amended to associate professors more closely with administrative and pedagogical decisions, to permit some of them to sit on the administration and the financial committee, and that it be obligatory for the professional body to be consulted on the nomination of new professors and members of the directorate.

144. We recommend that the charters and statutes of universities be amended to associate students more closely with administrative and pedagogical decisions which concern them closely.

145. We recommend that the charter of the University of Montreal be amended to integrate, as a faculty or constituent school, L'Ecole Polytechnique, l'Ecole des Hautes Etudes Commerciales, l'Ecole d'Optometrie, and l'Ecole de Médecine Vétérinaire.

146. We recommend that the University of Montreal disaffiliate its various teacher training institutions and acquit itself of the responsibility for teacher training within the framework of a new faculty or constituent school, recruiting the necessary teaching personnel from the disaffiliated schools or elsewhere.

147. We recommend that the necessary steps be taken so that the philosophical faculties in the pontifical universities need no longer be administered under canonical law.

148. We recommend that the university year be composed of two semesters of at least 15 weeks of courses each and that the system of a university year consisting of 12 months be examined.

149. We recommend that the committee of rectors and principals recently set up become permanent and expand its work into all aspects of university development, including the study of university budgets before their presentation to the province.

150. We recommend the creation of an office for the development of higher education, an autonomous judicial body whose main function will be to make recommendations to the province concerning the amount of money to be granted establishments of higher learning.

### Formation of Teaching Personnel

151. We recommend that the training of teachers be one of the obligations of higher education.

152. We recommend that the 13th year be the admission requirement in university centres of teacher training.

153. We recommend that the university diplomas required for pre-school and elementary teaching are one of the two following:

a. the teaching certificate for elementary or pre-school instruction, obtained either after the 14th year of theoretical and practical studies or after the equivalent of one year of teacher training, subsequent to or concurrent with a specialized bachelor's degree.

b. the bachelor's degree in elementary education, obtained after a three year

(Continued from Page 11)  
course including about 25 to 30 per cent teacher training and 70 to 75 per cent specialization.

154. We recommend that the second year course for the bachelor's degree provide for a specialist's diploma in the field studied that year.

155. We recommend that the university diplomas required for secondary education be one of the following:

a. the teaching certificate for secondary instruction obtained after a year's teacher training, subsequent to or concurrent with a specialized bachelor's degree.

b. The bachelor's degree in secondary education obtained after a three-year course including 25 to 30 per cent teacher training and 70 to 75 per cent specialization in one or two secondary course disciplines.

156. We recommend that the university diplomas required for pre-university and professional instruction be one of the following:

a. The master's degree (diplome d'etudes supérieures).

b. The specialized bachelor's degree or the bachelor's degree in secondary education, provided that the higher education diploma, completed or in the process of completion, is added.

157. We recommend that a teacher training course equivalent to a complete semester be added to the diploma required for teaching at the pre-university and professional level, if the latter is not already included.

158. We recommend that great importance be attached to the organization of training periods of at least a month for each year of studies, during the preparation for teaching certificates of bachelor's degrees for instruction on all levels, of specialized bachelor's degrees and even of diplomas of higher studies preparatory to pre-university and professional instruction.

159. We recommend that the major universities be the only ones to award the mas-

ter's degree and the doctorate in education.

160. We recommend that the faculties of education organize the programs for the teaching certificates, also for the bachelor's degrees in elementary and secondary education.

161. We recommend that only the universities be allowed:

a. to train psychologists, guidance workers, social service workers and professors of education;

b. to prepare the teaching certificate for secondary instruction accompanying a specialized bachelor's degree.

162. We recommend that the centres of university studies organize:

a. programs for teaching certificates for elementary and pre-school instruction;

b. program for bachelor degrees in education.

163. We recommend that the certification of teachers be confined to a department committee where the Department, the centres of teacher training and the professional teachers associations will be represented; and that this committee be charged:

—with examining the manner in which the training centres acquit themselves of their duties.

—with giving the provisory certificates to teachers with diplomas from the training centres.

—with awarding the permanent certificate on the recommendation of regional inspectors and local councils.

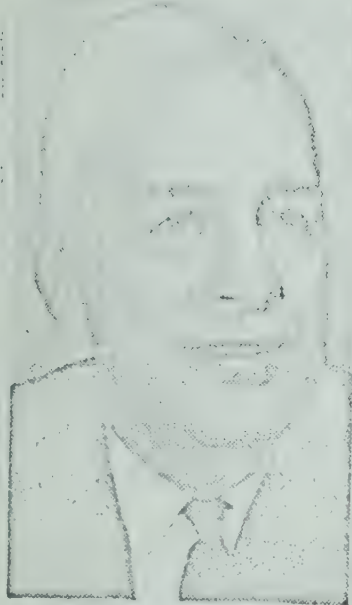
—with studying special cases submitted to their attention and of delaying, sometimes for a whole year, granting of permanent certificates.

—with studying requests for suspension or cancellation of a teacher's permanent certificate, and of preparing a report for the department.

164. We recommend that certain specialized higher normal schools, like the Technical Normal School, be affiliated with a university and work in close collaboration



# Recommendations of Parent Royal Com



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with the faculty of education and other such faculties.

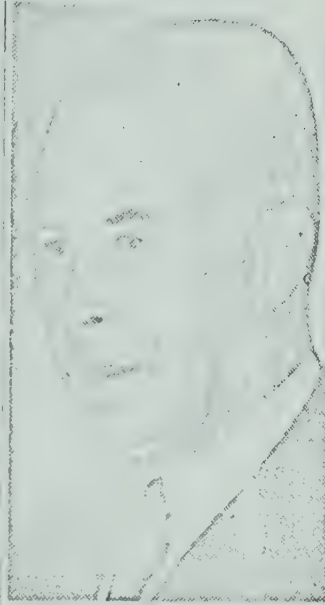
165. We recommend that the need for teachers be made as conspicuous as possible to the Department of Education to at least assure that the minimum number of places be made available in the teacher training centres.

166. We recommend that a system of equivalence and courses of teacher training be organized to attract specialists in arts and technical skills as well as university graduates engaged in a career; and that according to the necessity, candidates submit themselves for examination.

167. We recommend that the probation period of young teachers be devoted to an apprenticeship organized as part of the instruction, and to intensive study sessions during the summer.

168. We recommend that practicing teachers participate in short sessions to address teachers of the same field or on the same level of study so as to improve instruction on precise matters.

169. We recommend that sojourns abroad be encouraged to aid higher and middle levels of instruction, profes-



PAUL LA ROCHE

sors of living languages, of geography and history; and that the teachers contribute partially to the cost of these trips.

170. We recommend that equivalents be established between existing diplomas and the demands proposed; that accessible urgency programs, well designed for their purpose, be offered teachers who should improve their qualifications.

171. We recommend that accelerated specialization courses be organized to prepare the greatest possible number of assistants in certain school services which are badly equipped: guidance, library, social service facilities.

172. We recommend that the training and the re-training of teachers who do not possess the first university degree (bachelor's) be subsidized by grants and holiday sessions offered by the department.

### Continuing Education

173. We recommend that the Department of Education launch a service for continuing education which will:

a. elaborate the curriculum of study.



DR. GUY ROCHER

b. guide continuing education organizers into sectors which the service itself doesn't organize.

c. organize on the provincial level courses for adults which will be diffused by correspondence, radio and television, in collaboration with the school commissions, the institutes, the centres of university study and the universities themselves.

d. aid recreational organizations of an educative or cultural nature.

174. We recommend that a director of continuing education be named to the department and that he be assisted by various consulting committees capable of aiding the organization of curriculum and courses.

175. We recommend that the responsibility for continuing education at the elementary and secondary level of instruction be given to regional school commissions.

176. We recommend that the responsibility for continuing education at the pre-university and professional level be given to the institutes.

177. We recommend that the schools of specialized profes-

sions assure their services to adults who require them.

178. We recommend that the responsibility for continuing education at the level of higher education be given to the universities and the centres of university study.

179. We recommend that the school commissions and the institutes place the services of their guidance teachers at the disposal of adults who require them.

180. We recommend that the Department of Education in collaboration with the universities:

a. Undertake a complete inventory of the provincial organizations already existing for adult education and for the organizations of educational and cultural leisure hours.

b. Undertake or subsidize the necessary research for the elaboration of a theory of continuing education.

c. organize courses for the training of teaching personnel adapted to the particular demands of continuing education.

d. encourage, aid and coordinate private initiative in the field of continuing education.

### Exceptional Children

181. We recommend that the Department of Education exercise pedagogical authority over the education of all exceptional children, that it determine the norms for the establishments destined to receive these children, but that hospitalized children and non-educable ones in institutions should depend totally on the Department of Health.

182. We recommend that all handicapped children possessing normal or superior intelligence be assured of a complete education at the same level as that offered to other students, but that the handicaps suffered by such children be recognized.

183. We recommend that the regional school commissions should undertake the education of exceptional children in their territory, up to the end of secondary school.



whether in establishments depending on them, or as the result of an agreement in establishments of another regional school commission, or in private or provincial institutions.

184. We recommend that the regional school commissions be obliged to organize the education services required, as soon as they can constitute sufficient groups of mentally retarded educable children, physically handicapped ones, and those physically or mentally in-adaptable; that they be authorized to acquit themselves in this task by organizing services or partial services jointly with one or several other regional school commissions regardless of religious denomination, but meanwhile assuring moral or religious instruction to the child if his parents or guardians so desire.

185. We recommend that the regional school commissions undertake the discovery of exceptional children, making clinical treatment easier for those who need it, and aid those who have completed their studies as well as their initial adaptation to find a job.

186. We recommend that the Department of Health see that nurses of urban health services and the provincial sanitation services inform the regional school commissions about handicapped children of pre-school or school age who are receiving no instruction.

187. We recommend that as regional councils of education are created, each of them should form a consultant committee on exceptional children, composed of specialists and of persons interested in this problem.

188. We recommend the nomination of a provincial director of instruction for exceptional children in the service of the Department of Education.

189. We recommend that the Department of Education create a provincial consultant committee to assist the direc-

tor of instruction for exceptional children.

190. We recommend that the Superior Council of Education name at least one specialist of exceptional children to the commission for elementary education.

191. We recommend that the job of the director of instruction for exceptional children include the following:

a) to establish (in collaboration with competent authorities in the Department of Family and Social Welfare) a provincial plan of development for instruction to exceptional children.

b) to coordinate the activities of various organizations working on this instruction;

c) to make known to the universities the number of teachers required for the instruction of various categories of exceptional children.

d) to inform parents and the public about the problems of the exceptional child.

192. We recommend that the director of instruction for the exceptional child have, in collaboration with the directorate of curricula, the following functions:

a) to prepare the curriculum of studies appropriate to the particular needs of various categories of exceptional children, making it differ as little as possible from ordinary study programs;

b) to have the power to investigate instruction for exceptional children in all schools whether public or private;

c) to assure that the training of teachers on the pre-school, elementary and secondary level includes initiation in seeking out exceptional children.

d) to make an inventory of current research on the teaching of exceptional children, to co-ordinate this research and to launch other required research programs.

The report recommends the recognition, for the present, of only three full universities: McGill, Laval and the University of Montreal.

It recommends, further, that already established universities (Sir George Williams, Bishops and the University of Sherbrooke would fall into this category) restrict themselves voluntarily, for the time being, to the granting of bachelor's degrees.

The report urges professional university faculties and professional associations (such as those in medicine, law, accounting, dentistry) to re-organize their courses and prerequisites to fit into the scheme of pre-college institutes and recommended degree-granting programs.

The limited charter universities and the university study centres should be so concentrated to provide all undergraduate options, with all necessary laboratory and library facilities.

The initial Loyola University would embrace Loyola College, Marianopolis College, St. Joseph's Teachers' College and the Thomas More Institute.

The report recommends that existing charters be amended to allow students a greater advisory role in the administration of universities.

It recommends, also, that the University of Montreal divest itself of responsibility for the score or more of its affiliate schools which provide undergraduate schooling, while maintaining responsibility for establishing standards of teaching in those schools.

On the other hand, the commission recommends that the University of Montreal charter be amended so that Ecole Polytechnique (engineering and applied sciences), Ecole Des Haute Etudes Commerciales (commerce and business administration), Ecole d'Optométrie and Ecole de Médecine Vétérinaire become full-fledged faculties.

The commission also suggests that the University of Montreal divest itself of its many teacher-training affiliates and take up the responsibility for teacher training "within the framework of a new faculty or constituent school."

A major recommended change is that three of the universities — Montreal, Laval and Sherbrooke — divorce their philosophical faculties from being administered under canonical law as has been their duty until now because they also hold pontifical charters.

The Royal Commission recommends that steps be taken so that a university academic year may be expanded from two terms to three terms, thus reducing a three-year university course to two years.

And the report recommends that the recently-established committee of principals and rectors become permanent, expanding its work into all aspects of university development.

## Adult Education Expansion Aim

The Parent Commission on Education recommends strongly that the provincial government expand its efforts in the field of adult education.

Schooling, the report said, should be continued throughout life for cultural purposes as well as for job training.

The report said this should be a direct responsibility of the Department of Education.





## In Drawing Up Report

# Equivalent Diplomas Major Principle

The Parent Royal Commission says one of the principles that has guided it in drawing up a comprehensive report on educational structures and levels in Quebec is that studies of the same level and the same duration ought to lead to equivalent diplomas.

Another guiding principle was that institutions offering the same studies should be designated by the same term.

Structures and levels should be scaled so that all education leads to higher education, right up to the doctorate level.

No child should leave school without receiving a professional formation of

"very good quality." The report says it foresees the day when 18, rather than 15, will be the school-leaving age.

Secondary education should offer all the courses necessary to development of pupils of diverse aptitudes.

Orientation of the child should be neither premature nor irreversible. It should be gradual and prudent, based on options that will give a child a solid basis and a taste of technical, scientific and classical courses to allow aptitudes to become apparent.

"Systems of education have developed by the addition of new sectors resulting from the needs and the growth of the population," the report says.

"Scientific and commercial education has opened parallel to the humanities; a technical sector has proliferated away from the rest. On the old trunk of universities, new branches have grown like mushrooms.

"This has resulted in structures of an incoherent and at times anarchic character, where old forms brush the new, often without any coordination, all this to the detriment of youth. . . ."

Fragmentation had another insidious effect. Prestige went to the humanities, the science courses were considered second rate, while technical and commercial courses were looked upon as blind alleys.

"Many parents blush to see their child in a technical rather than a scientific or classical course."

The bad effects of such prejudices were poor vocational choices, failures, delays, losses of time and money. Even the teachers had a "realm" system.

Giving examples of confusion, the report said high school graduates enter a university science course at 17 and 18, while those of classical colleges started the same course at age 20 or 21.

In the universities themselves, a social science course at McGill took one year, at University of Montreal three years and at Laval four years.

The Parent Report on Education said all changes recommended in the report will be to no avail unless the teaching of teachers is revamped.

The first step recommended is that all teacher training be brought up to the superior academic level.

The report recommended that persons accepted for teachers training have at least 13 years of school. The minimum requirement for those teaching kindergarten or primary grades should be at least 14 years.



WORTH ACTION COMMITTEE  
of the  
DEPARTMENT OF CURRICULUM AND INSTRUCTION

A Brief:  
RECOMMENDATIONS FOR TEACHER EDUCATION

Committee

Dr. P.J. Eccles

Dr. R.D. Bramwell

Dr. W.E. Goding, Chairman

March, 1970



## RECOMMENDATIONS FOR TEACHER EDUCATION

This report summarizes suggestions regarding teacher education recommended by members of the Dept. of Curriculum and Instruction. No attempt was made to obtain departmental consensus on individual items or on the report as a whole. Rather, suggestions received were organized for submission to those responsible for preparation of a University brief to the Worth Commission.

Items were grouped somewhat arbitrarily into general and specific categories. Should clarification or expansion of particular items be useful, contact with individuals concerned may be made through the reporting committee. We would like to express appreciation to members of the department who found time to offer suggestions.

### GENERAL RECOMMENDATIONS

While some areas delineated below now receive consideration in teacher education, the feeling was expressed frequently that such matters be given more systematic attention in the immediate future.

Recommendation 1: Educationists should seek continually to upgrade standards for teacher candidate selection, preparation and certification, and for experienced teacher development.

Comment: In a society growing steadily more complex, inadequate leadership training and development at all levels would lead to adverse short and long range consequences. Standards of excellence in other spheres receive constant attention (technological, medical, legal, managerial, etc.). The leadership function of the teacher is certainly no less critical today than is true for other professions.

Recommendation 2: The primary goal of teacher education should be to improve the quality of human life in a technectronic society. This goal subsumes and outdistances the goal of human survival.

Comment: Among the more important implications of this goal are:  
(a) greater concern for the total human being and for humanity en



toto; (b) a continuing quest for solutions to many types of problems--ecological, sociological, philosophical, psychological, physiological, economic, etc; and (c) investigation of new developments that give attention to--the individual needs, interests and goals of students, cooperative planning with students, student participation in all functions of the university or school, active learning and student contact with the "real" world, education as a function of the total environment, etc. One implication here is that undergraduate education must now develop in more interdisciplinary fashion.

Recommendation 3: Schools and universities should make more strenuous efforts to sensitize students to their social and physical environment.

Comment: Public education must adjust more quickly to two of the most critical problems facing society in the next decade: population pressure and pollution. Obviously people will have to learn to live in closer proximity, particularly in urban centers. They must be trained to cope with the social and psychological pressures inherent in a crowded environment. Increased sensitivity to the rights of others and the ability to adapt more quickly to change will be necessary. Further, unless people are made more sensitive to the effects of human action on environment, the land will become increasingly contaminated and inhospitable. It is much more than simply teaching about ecological problems in science classes--it is a matter of sweeping attitude changes, an arousal of conscience, a deeply ingrained awareness of man's increasingly critical responsibilities towards the environment and others.

Recommendation 4: Teacher training should emphasize the personal growth of the teacher into a complete (emotional and intellectual) human being, so that he will place importance on the total personalities of the young people he guides.

Comment: Past studies have recommended sweeping changes in education, often resulting in no more than token implementation.





The additional ingredient needed now is a real commitment at all levels of human endeavor to create a new vision of the brotherhood of man in a new society.

Recommendation 5: Teacher training in all content areas must place less emphasis on subject matter; more emphasis on the thinking process, on the capacity to deal with ambivalence, on living with rapid change and on process over facts.

Comment: The information stockpile continues to grow, and to do so more rapidly. Thus, the transfer of facts as a teaching function has become less relevant to the student. The future teacher undoubtedly will have to "know" more. He also will have to be more conversant with new ways of tapping the stockpile, more aware of the factual and attitudinal diversity in the classroom, and hold what he knows more tentatively. Candidates exposed to this approach while in the university are more apt to fit the new school and to continue the learning process after certification.

Recommendation 6: Education faculties, school administrators, teachers, etc. must seek ways of increasing effective communication with those who feel they are not heard.

Comment: Most social structures in the western world are being criticized (marriage, family, church, government, private enterprise, etc.). Education with its many substructures is not immune to the process. Whether or not the complaints made are accurate is only part of the issue. Whenever individuals question major premises, then relationships built on those premises become strained and harder to maintain. Many factors, including the proximity of strange cultures, contribute to the problem. In a sense, the world appears to shrivel--the space between people, the time between events. Both the need to communicate and the complexity of the needed communication become greater. Much of the problem now lies elsewhere. However, the projected growth in Alberta--particularly its urban centers--suggests that



the issues will not long remain only in other places. One implication here is that teacher education with a strong emphasis on communication (semantics, speech skills, interaction, media, persuasion, listening, group process, theory, etc.) will be essential for tomorrow's teacher.

Recommendation 7: Education faculties should examine possibilities connected with expanding teacher training to incorporate vocational, inner city, preschool and adult education needs into the curriculum.

Comment: Teachers qualified to function in situations other than the neighborhood school will be needed. Some suggest that the neighborhood school, graded classrooms, subject matter separations and compulsory education will be challenged and may become outdated. Whatever the outcome of such debate, teacher education should consider new structural forms and focus on the needs of apparently neglected sectors. The latter will require cooperation with other agencies now related to such sectors.

Recommendation 8: Teacher education should be innovative, interpretive and adaptive--with none of these aspects neglected or over-emphasized.

Comment: When innovative responsibility is inhibited (reduced budgets, external limits to freedom of inquiry, specifications of duties, etc.), the future of society suffers. In a time of anticipated change, innovative opportunities cannot be curtailed. However, useful innovation serves to better understand experience--past, present and future. The better teacher will employ all three modes; the better school system will support him in this.

Recommendation 9: The curriculum in the secondary schools should be made more liberal, in the traditional sense of the term.

Comment: Many of the things taught in our schools add little or nothing to the broadening and humanizing of the rational and emotional lives of the students. Secondary education in all



subjects should not be aimed at the specialists, should not be "preparation" for the pursuit of a specific discipline at the university. Rather, courses should be planned to appeal intellectually and aesthetically to as wide a cross-section of students as possible--regardless of their capacities, interests or future plans. The truly liberal secondary education should be possessed of what might be called "cultural grace," which is the opposite of a narrow, technical pedagogy. The trend is to make academic courses harder, more specialized, particularly in mathematics and the sciences. If the programs of study, textbooks and examinations reflect the content and emphasis of mathematics and science education in Canada, there is little attention being paid to the history and philosophy of these disciplines, to the role of these fields in modern technology, or to the serious moral and social problems often inherent in pure and applied research. The need is for a revised curriculum, and for teachers (present and future) who are trained in a liberal sense.

#### SPECIFIC RECOMMENDATIONS

While some suggestions were multiple in nature, recommendations are here grouped as follows: (a) selection, screening and counselling; (b) observation and practice teaching; (c) course revisions and special programs; (d) miscellaneous.

##### Selection, screening and counselling

Recommendation 10: Provisions should be made to counsel and screen applicants wishing to enter the Faculty of Education, even though they meet university entrance requirements.

Comment: Other than academic requirements, student teaching now serves as the main basis for screening. Since student teaching will occur subsequently in the third year of the B.Ed. program, attention to earlier screening becomes essential. Such screening



should be done on something other than academic grounds--e.g., the recent adoption of a speech proficiency requirement is a move in the right direction.

Recommendation 11: A method for advising individual students should be developed, providing a system of continuing advisors throughout an individual's university career--unless circumstances seem to make shifts necessary.

Comment: Students need to feel they are known as persons. Faculty members could find useful the maintenance of a continuous confidential file as a means of being helpful to students. The faculty includes members with a wide range of professional skills and differing teaching philosophies. Student assignments to faculty (presuming development of more sophisticated screening and entrance requirements) could take such factors into account.

Recommendation 12: The development of criteria and methods for evaluating student achievement should be considered a joint (faculty-student) problem.

Comment: The effective use of such an approach is dependent on increased allowances for one-to-one faculty-student counselling, projects, study, etc. Students are expected to demonstrate competence in self-evaluation on completion of their training. The present system only indirectly encourages such appraisal.

Recommendation 13: Psychological counselling services should be expanded, including provision for remedial training where possible.

Comment: The growing enrollment and complexity of the university, coupled with increasing doubt and fear about the future make this course of action paramount. There is indication that mental health concerns will become more critical in the future. Teacher candidates should not be limited to those without serious doubts, fears or criticisms, and resources to





assist them should be available as accepted procedure.

Recommendation 14: There is need to re-appraise the present grading system, particularly during the first two years of university life.

Comment: New students enter a unique environment at a point when values, attitudes and expectations are subject to considerable change. Attention should be given to a pass-fail approach to non-major courses and greater emphasis to the development of meaningful personal goals. Periodic small group sessions (both with and without faculty) and one-to-one discussions with faculty should be planned.

Recommendation 15: Teacher candidates should be counselled to further commit themselves early to specific areas of study.

Comment: With proper background, third year courses could concentrate on methods. To the extent that methods courses employ substance illustratively (method cannot be taught in a vacuum), most substantive inadequacies could be corrected. Students who remain undecided regarding areas of study should be advised of the problems they may encounter.

#### Observation and practice teaching

Recommendation 16: Teachers in training should have extensive exposure to classroom situations, including a fair amount of teaching, before they are given the standard course in methodology.

Comment: Placing students in classrooms as teacher assistants in the first month of their training year would make subsequent course work more meaningful and efficient. Too often students now listen to lectures about teaching without any actual classroom experience to which to relate such information.

Recommendation 17: The practice teaching period should be lengthened, and a weekly seminar initiated (faculty advisor, supervisors, student teachers) during and after practice periods.



Comment: The present practice period does not permit adequate assessment, nor does it allow students sufficient time to develop confidence and skills. Longer training and a weekly seminar would strengthen this facet of preparation.

Recommendation 18: Staff members of the Faculty of Education should be required periodically to teach briefly in the schools.

Comment: University professors need an occasional reminder of what the schools are like and a first-hand discovery of changes that have, and have not occurred. Such experiences would tend to improve and sharpen subsequent university teaching.

#### Course revisions and special programs

Recommendation 19: The Fine Arts should occupy a more central position in the curriculum.

Comment: Traditionally, this area has been placed on the periphery of the curriculum and given low priority in terms of school time and budgets. It is of particular importance in a prairie province, where climate and geography are frequently static, that the population be trained in the aesthetics of form and color. Experiences with painting, sculpture and photography can counteract tendencies toward drabness and narrowness.

Recommendation 20: A clinical approach should be adopted in the teaching of some methods courses.

Comment: Arrangements should be made for assigning a class and professor to a given school, so that theory and practice may be integrated as the course progresses. A professor with 24 students could meet for lectures in the school, bring teachers in as consultants and assign students to work in the classrooms with certain teachers. Arrangements would have to be made with principals and teachers willing to accept this responsibility as a part of their professional duties, or financial provisions made



to compensate them.

Recommendation 21: Seminar or tutorial approaches should be encouraged, particularly in large enrollment courses during the first two undergraduate years.

Comment: This may necessitate employment of assistants or aides in such courses. The added cost would be offset by reduced feelings of anonymity often experienced in large universities.

Recommendation 22: A materials center orientation course should be instituted for all teacher candidates.

Comment: Future schools will provide more extensive library materials, and the present Calgary pilot project illustrates the goal of expanding the learning center concept in the schools. Such training would increase student awareness of the varied materials available, and reduce tendencies toward "last minute" usage. Such a course could be concentrated in a week-long series of one hour lecture-discussions.

Recommendation 23: A program should be initiated providing students an opportunity to participate in the formulation of policy, both at the faculty and departmental level.

Comment: Candidates would benefit from practical experiences with the academic decision-making process. Furthermore, they would no doubt make unique contributions, since built-in biases sometimes brought to discussion by faculty would be less prominent. In a changing society, those most affected by such decisions (future teachers) ought to be heard.

Recommendation 24: The provincial government, in conjunction with the universities and local school boards, should fund and organize a comprehensive program of in-service workshops for teachers in all subjects.

Comment: If education is to remain relevant in a rapidly changing society, it is imperative that the academic and professional education of teachers be a continuing process. Reading the



occasional article or attending the occasional convention is not enough. Well-trained teams of public school and university teachers should constantly move about the province, holding one or two-day workshops in which teachers learn first-hand about new teaching approaches, materials, etc. A dynamic educational system cannot allow its teachers to atrophy; unfortunately, many now do in all subject areas. A first step would be to hold a top level conference to review finances and personnel necessary for such a program.

Recommendation 25: Teacher education programs should be modified to provide increasing specialization for new developments in early childhood education programs.

Comment: Opportunities should be made available for all children age 5 to attend kindergarten as part of the Provincial public and separate school systems. Subsequent to establishment of province-wide kindergartens, opportunities should be made available for all children ages 3 and 4 to attend nursery schools. It is considered particularly important that early childhood education be premised on a multi-disciplinary approach.

Recommendation 26: Since much basic reading instruction will be administered by computers using programmed materials, more emphasis should be placed on developing teacher diagnostic skills.

Comment: A laboratory approach should be adopted wherein lectures and supervised practice are conducted in the schools. Teacher candidates need more exposure to actual conditions, working at one-to-one reading problems linking theory and practice. As with other methodology courses, this will necessitate closer coordination between schools and universities (time schedules, personnel, budgets, etc.).

Recommendation 27: A modicum of human relations training should be provided for all Faculty of Education staff and teacher candidates.





Comment: The importance of climate, affect, process concerns, etc. in human relations is well documented. Furthermore, the value of training here to those involved in "helping" professions will become increasingly important. Such training should extend the counselling, small group and classroom abilities of teachers, and be of benefit in staff and other relationships.

### Miscellaneous

Recommendation 28: Certification for teaching in grades 1 through 12 should be effected only for those having completed requirements of both routes (elementary and secondary).

Comment: At present, secondary route graduates may be assigned to elementary grades and vice versa. Some teaching inadequacies logically could be attributed to lack of training in areas such students are expected to handle.

Recommendation 29: A greater distinction should be made between teacher certification and the B.Ed. degree.

Comment: Teacher candidates should have three options open to them: (a) B.Ed. and certification; (b) certification without B.Ed.; and (c) B.Ed. without certification. Recognizing content differences, degree requirements in education should be similar to those of other faculties. In other words, students should not be penalized simply because they do not meet teacher certification requirements. This approach would make possible further strengthening of student teaching evaluation and be viewed as an additional screening device.

Recommendation 30: Demonstration or laboratory schools (elementary and secondary), built to serve the needs of teacher training institutions, should be located in depressed neighborhoods rather than in the newer middleclass suburbs.

Comment: Even if slightly more travel by faculty and students were involved, the first-class staff and facilities of such



schools would serve a much more useful educational and social purpose in areas populated for the most part by low-income families. Since youth in these areas are less apt to be college-bound, such schools would be good testing grounds for teaching methodologies. Furthermore, the physical and intellectual environment of such a school would have a maximum effect on students whose extra-school experiences are perhaps less rich than those of students in more prosperous areas. This policy would create excellent public relations for the university, and would no doubt create new interest in education among parents who now are indifferent--even hostile.

Recommendation 31: Academic departments at the university should be encouraged to accept a greater share of the responsibility for training public school teachers.

Comment: Some academic departments have been rather indifferent to the many problems involved in preparing teachers for the public schools. Nor have some of them been responsive to suggestions about instituting course work which would be more useful to the prospective teacher. It is important that more discussion of mutual problems be held between academic and professional educators in all subject fields.

Recommendation 32: A program should be instituted designed to seek solutions which defy the single or isolated approach.

Comment: Many universities now experiment with cross-discipline programs--of help to teachers as well as those pursuing other interests. Courses should be developed in which different academic perspectives are brought to bear on the same issues. Were such the case, future teachers would be in better position to relate and integrate now separated subject matter.



Comment: The importance of climate, affect, process concerns, etc. in human relations is well documented. Furthermore, the value of training here to those involved in "helping" professions will become increasingly important. Such training should extend the counselling, small group and classroom abilities of teachers, and be of benefit in staff and other relationships.

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Submission to the Worth Commission on Post-Secondary Education in Alberta

Dr. David R. W. Jones, Associate Professor, Department of Geography,  
University of Calgary.

A. CRITIQUE

1. The vast groundswell of questioning, experimentation and criticism that is frequently mis-called " Student Unrest " is all too readily dismissed as a product of a generation gap, agitators, a passing political crisis ( the Vietnam War, for example ) or a general deterioration in morals etc.
2. It is a mistake for the older generation to demand of the youth that they produce answers before criticizing; it is to be hoped that the Worth Commission represents an attempt on the part of older people to understand their own responsibility to provide new directions in keeping with the changing perspectives of the latter part of the twentieth century.
3. There is a very real fear among young people that 1984 will in fact be 1984; it is our job to ensure that it will not. It is extremely difficult for older people, including many professors, to accept that a system which moulded them may no longer be appropriate; faculty and educational administrators should be the last to advocate measures of policing the youth, as we are seen by students as representing the outlook of older generations.
4. The present post-secondary structure in Alberta, despite the efforts of many well-intentioned and experienced men who have spent infinitely more time on these questions in committee than this writer, shows almost no signs of an innovative capacity and in fact represents an amalgam of structures and techniques borrowed from other places and times. Of what value is it, say, to borrow from the Sorbonne or Cambridge University when these institutions are demonstrably in crisis situations ?
5. The inadequacies of the learning environment are no longer apparent only to students in the Social Sciences and the Humanities; the adage that idleness breeds mischief is sadly out of place in a situation where even our overworked engineering students are severely critical of the structure





in which they find themselves.

6. The stratification of institutions ( Junior colleges, technical colleges, universities, vocational training centres etc. ), compounded by stratification within those institutions, may well have served a society in which a class and salary structure were pre-occupations of the bulk of the population; it is also the source of much mental and social stress that will be, hopefully, rejected as insane by our young people.
7. The criticism that the Province spends money on things and not people, with the implied innuendo that building contractors etc. rather than students were the object of our university-building enterprise, is given weight\$ by a continued spending on buildings as opposed to the real content of centres of higher education --- lab equipment, student transport facilities, books, and so forth.
8. Many of our youth feel that the objective of higher education has been, and still is, to produce large quantities of uncritical, programmed technicians. This writer is not yet convinced that this is the case, and has therefore taken the liberty of making this brief submission. Hopefully the commission will find such non-institutional submissions of value in that they can range rather further afield than can documents emanating from committee situations.

## B. GOALS

1. This writer would like to see the Government aim to provide a learning environment designed to produce a generation devoid of fear. Fear of sex, fear of the environment, of happiness, of other people, fear of sickness, of change, and of the future.
2. A learning environment should aim to produce, rather than stifle, criticism ( informed or otherwise ) and questioning. It should be so structured to make experimentation and innovation natural growths rather than causes for conflict and rebellion.
3. A learning environment should contain within it the possibility for the youth to obtain, at their own speed, real skills and expertise. Such skills, incidentally marketable, should be acquired in a context of constant assessment of their social worth, and should not be dependent on passing or " failing " an ultimate test or examination.
4. A learning experience should be so enjoyable and natural that the youth will see it as the beginning of a life-long process.



### C. SUGGESTIONS

1. The continued insistence on students' paying part of the cost of their education in the form of tuition fees is dangerously anachronistic, and merely guarantees a continued selection of students on the basis of social class ( of their parents ). At times teaching in the University approximates to teaching in a finishing school for young ladies somewhere in Switzerland.
2. The University's role as a guardian of the young people attending classes should be immediately eradicated both in fact and in the minds of the public. A nauseating structure of floor dons, dons, student deans and others is the necessary concomitant of such a role, which renders invalid any educational role that living away from home in a peer group would normally permit.
3. The structured offices of Student Counselling, Deans of Men and Women, and the like is now seen to be a control mechanism by many students, and a mere change in name will not remove this image. I would suggest that the dedicated men and women who now staff these offices be planted as " islands of wisdom and stability" among the student body, somewhat in the style of the worker-priest establishment in France of the 1950s. That experiemnt failed, and we might see a similar rejection of the good offices of these people, which may not be a bad thing. Instead I would suggest one or two really competent psychiatrists located in each institution, perhaps associated with the Health Centres, to take care of seriously disturbed people.
4. A large dormitory should be provided on each campus ( one for men and one for wmmen ) for the casual use of any student who did not feel like going " home " on any particular night, or for any student from Canada, the United States or any other country in possession of a valid student card.
5. That the Province should experiment consciously with some form of community homes for groups of students, including married students ( who have a vital role to play and are currently deprived of this role ), where students from different disciplines and backgrounds may share their growing-up experiences, may evolve discussions free from professorial or preofessional intervention, and may explore day to day problems together.
6. That each institution of higher learning have initially at least one " rest centre " attached to it, in the form of a ranch or mountain retreat, where



students may retire for up to a month in any academic year at no cost to themselves if they feel the need. Such centres should consider the employment of exceptionally relaxed and broad-minded " caretakers " who should have professorial rank and be perhaps faculty who are themselves in need of a more unstructured working environment. In addition, such centres would have well stocked libraries on hand, particularly as regards philosophy.

7. That campus chaplains and priests be supplemented by resident hypnotists, anarchists, John Birchers, communists, liberals, and whatever else would make for out-of-class interactions, and the formation of clearly defined interest groups. This, hopefully, would contribute to a familiarity, hence a loss of fear, with differing points of view, expressed in a less-guarded form than by professors.

8. Students in differing disciplines and institutions are currently separated physically for most of their waking hours. This writer would suggest that each major population centre in Alberta have a " Learning City " attached to it, where all aspects of higher education could be concentrated. A fringe area of coffee houses, bars, adult education centres and discussion clubs should be established to mitigate the enourmous " cutting-off " effect that hits students as soon as they graduate under the present system, and that keeps out the interested high school students and drop-outs.

9. Grading, marks and admission to courses should be in the hands of instructors who would be free to dispense with these requirements if they desired, substituting a letter at the end of his course, which would be filed in the student's record; discussion of these letters, and a freedom of choice as to whether the letter ( hence the course credit ) be filed, should be left to the student's discretion.

10. Each full-time student should be free to attend five full courses per academic year in whatever area he chooses. There is no excuse for the present curriculum approach in the Departments, as students themselves are anxious to know what courses would fir their job aspirations and their interests. It whouldd be up to each Department or Area Interest Group to advise, but no more than advise, any student asking assistance in structuring their programme. No courses whatsoever whould be compulsory, but each instructor should discuss the course with potential students early in the year. If he has not time to do this, it means the course is already too large.



11. Every citizen of Alberta should be free to attend up to two courses in any academic year under the same conditions. It should be left up to the instructor to determine whether or not he wants a student in his course. This writer believes that the monetary savings in the registrar's office may well be significant if suggestions 10 and 11 were to be adopted.
  
12. This writer sees the tenure system as a process of encouraging the accretion of dead wood in a position of power at the upper levels of the system, even though many sound men are currently benefitting from the tenure regulations. In more centrally-located cities such as New York, Montreal, Strasbourg and Paris it may be that the tenure system acts as a form of protection to outstanding men whose thinking may be in advance of the times and their environment. In Alberta, this writer feels that the concept of a University protecting its outstanding thinkers from misplaced public wrath is a fiction; tenure is not operationally possible in its traditional role in this environment. Instead, this writer feels that it should be the role of Deans and Presidents to act as shields between unpopular thinkers and scientists, whether or not they have tenure. The basic disparity between Alberta and, say, Paris, is that we are not as yet attracting outstanding men in abnormally large numbers. This is tragic, and part of the problem may indeed be that students come to us somewhat deprived of a rich school background, and that the higher education structures are rigid parodies of other countries' systems. We would hope that an experimental pattern in Albertan higher education would indeed begin to attract larger numbers of exceptional men, as well as students from other parts of the world ( other than those few overseas students allocated to us by CIDA ). This writer would like to be proud of the Albertan educational system, and see it attract men and women at all levels from Trinidad, Argentina, Ontario.... We could bequeath no more exciting background to our young people.





## WORTH COMMISSION

Suggestions particularly pertinent to "Lifelong Education"  
raised by the Division of Continuing Education faculty

1. Expansion of combination credit - non-credit course offerings.
2. Mature university admission policies of greater flexibility.
3. Satellite campuses with centralized library and laboratory resources.
4. Centers for vocational counselling in the urban areas.
5. An emphasis on "whole-man" education: should develop, articulate and solidify existing and new programmes in the liberal arts, fine arts and humanities. Such programmes should be subsidized.
6. Greater articulation of programmes should be effected, perhaps by combining with existing "credit" programmes.
7. Greater cross-utilization of personnel and resources between and among educational institutions.
8. Greater subsidization of continuing education programmes in order to lessen the monetary barrier to learning.
9. The fight against anti-Intellectualism: A greater popularization of education among the adult population will be necessary for the future. A general anti-intellectualism of the majority of the population has been a great barrier to continuing education. To many persons, education unless it can be directly applied and reap immediate monetary benefits, is deemed a luxury and a frill. Consequently, it is only a small segment of society who value education who at the present time repeatedly enroll in continuing education programmes. Thus, lifelong education programmes only affect a small segment of society, whereas a much wider population should be reached.
10. Education for Leisure Time: The term "leisure" has a negative connotation in the minds of today's population who have been reared to respect hard work and to despise idleness or those with "time on their hands". In view of the fact that the future may produce an economy in which fewer workers than today will be required to sustain it, it seems necessary to psychologically prepare people to accept leisure as a positive force. Only after leisure is accepted as a positive condition can people then be motivated to use their leisure in ways to promote the actualization of self.

*Continuing  
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10. Cont'd.

Thus, the role of lifelong educators must be concerned with first, reducing guilt associated with having leisure time, and secondly, providing those programmes which will be demanded by persons with leisure.

11. Equality of Opportunity: In the next decade more deliberate attempts will have to be made to stamp out discriminatory practices presently occurring in educational and work opportunities.

Discrimination of race and sex does exist. Much of the discrimination is not recognized as such by the practitioners because they believe the particular practices are necessary due to the inherent peculiarity of the Indian or woman. Again, a function of the lifelong educator may be to convince people to look at others as first, human beings; then to assign a race or sex. To meet the needs of all human beings, a greater flexibility in programming will be required; however, before this greater flexibility can occur a greater effort will have to be made to reduce the prejudices of the public and even of adult educators who consciously or unconsciously harbor inherited prejudices.



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